



PreK-12 LIFE SKILLS CURRICULUM GUIDE

November 15, 2006

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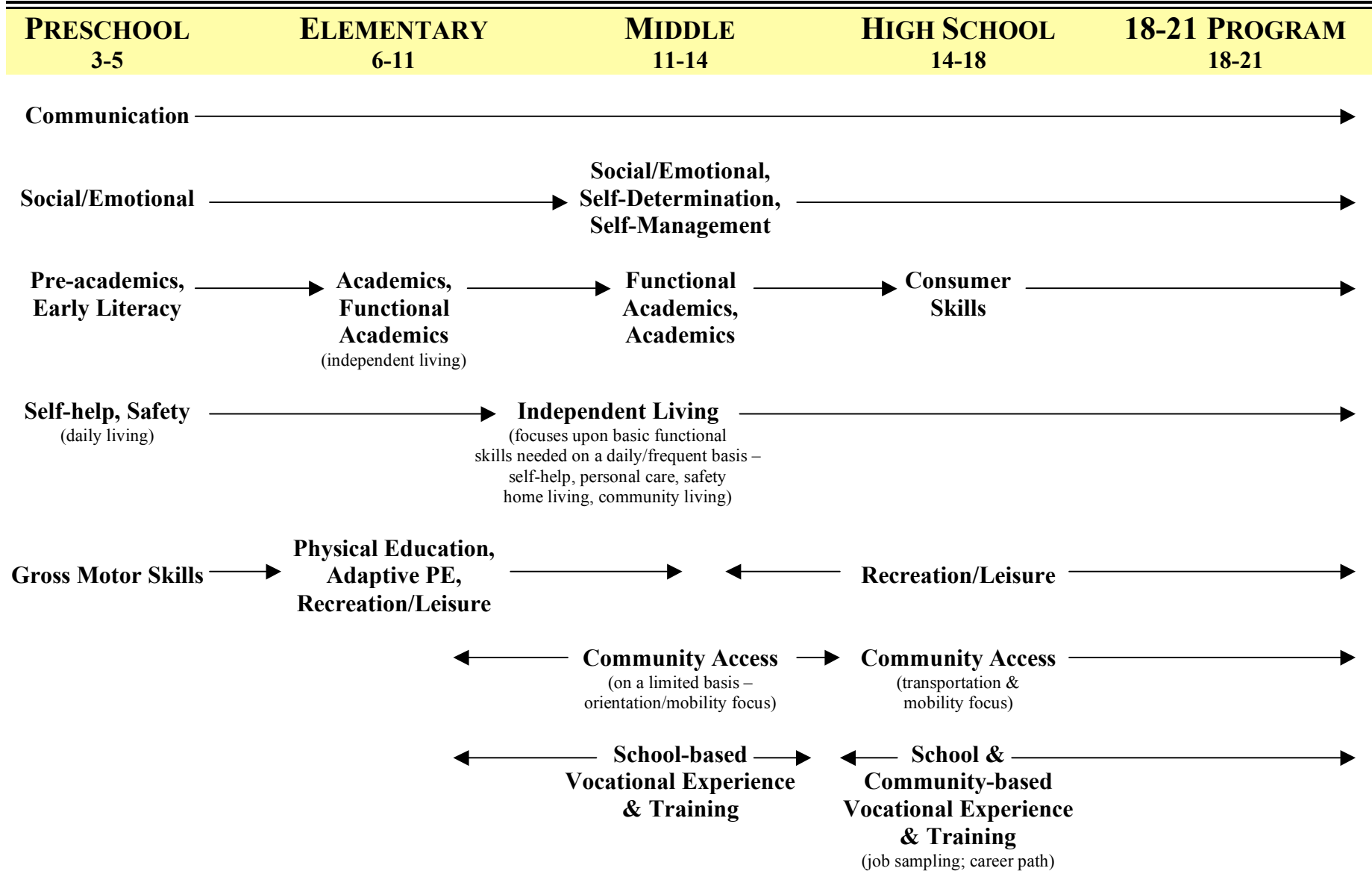
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PROGRAMS FOR STUDENTS WITH SEVERE DISABILITIES: General Curriculum Flow



6.28.05 Originally based on work with the DI Program of the Spokane Public Schools.
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DOMAIN: COMMUNICATION SKILLS					
Code	Skills Competency	Related EALR	Resources	Activities	Comments
CS 1:0 Early Communication Skills					
CS 1:1	Responds to sensory stimulation	C 1.0	Consult with OT, PT, SLP; variety of sensory tools and toys, Abilitations supplemental	Access to sensory tools and toys, sensory stimulation – auditory, visual, tactile, proprioceptive, vestibular, olfactory; turns toward, attends, and interacts with source	Curriculum Suggestions: <i>Affect Based Language Curriculum (Greenspan), First Steps Oral Language Continuum, Assessment of Basic Language and Learning Skills (ABLIS),</i> Scholarly Publishing and Academic Resources Coalition (SPARC)
CS 1:2	Localizes voices	C 1.0	Consult with SLP, audiologist;	Turns towards source of voice, use of familiar and unfamiliar voices, quiet and noisy environments,	Catalogs: Linguisystems, SuperDuper, Communication Skill Builders, PCI Education, Lakeshore
CS 1:3	Displays co-active movements	C 1.0	Consult with SLP, teacher, parent; identify child’s interests; van Dijk Curriculum	Pre-imitation skills: teacher/adult copies movements of child, activities and copied actions are child directed	Websites: speakingofspeech.com (materials exchange)
CS 1:3.5	Displays/tolerates parallel play	C 1.0	Adults or peers familiar with child	Child plays next to an adult, child plays safely within proximity of a peer, moving towards larger groups	
CS 1:4	Participates in reciprocal activities	C 1.0	Nursery and pre-school imitation games	Demonstrates imitation skills, learns “my turn, your turn,” “Peek-a-Boo,” “Pat-a-Cake,”	

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				clapping games, shares objects	
CS 1:5	Manipulates toys	C 1.0	Consult with OT or PT; accessible, exploratory toys	Rattles, spinning toys, rolling balls, noise making toys, switch toys	
CS 1:6	Scans/searches immediate environment	C 1.0	Consult OT, PT and Vision Specialist; stimulating environment – visual, tactile, auditory	Eye gaze activities, putting objects/toys out of easy reach, moving favored objects, “little rooms,” lighting effects, objects, and sounds, attending to familiar people	
CS 1:7	Demonstrates awareness of cause/effect	C 1.0	SLP, OT, PT, teacher, parent.	Cause and effect toys, switch toys, using intentional behaviors for desired outcome	
CS 1:8	Uses switches	C 1.0	SLP, OT, PT, teacher, parent. Assistive Technology Center (Ellensburg), Abilitations supplementals, Mayer-Johnson products	Cause and effect toys, computer programs, voice output switches, switches attached to appliances (TV, mixer)	
CS 1:9	Participates in computer activities	R 1.0	Computer specialist, SLP, OT, PT, parent, Assistive Technology Center, Mayer-Johnson products, IntelliKeys, IntelliTools, switches if needed.	Computer software – games, stories, pre-academic/academic and other leisure programs (music, movement, etc.)	
CS 1:10	Demonstrates identifiable communicative intent	C 2.0	SLP, OT, parent/family, familiar adults, teacher	Pointing, gestures, proximity, intentionality, joint attention, sharing or	

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				demonstrating/showing	
CS 2:0 Receptive Communication Skills					
CS 2:1	Responds to stimulation	C 1.0	SLP, OT, parent/family, familiar adults, teacher	Looking, vocalizing, stop vocalizing, emotional responses (laugh, cry, scream), movement in response to sensory input	
CS 2:2	Stops activity in response to voice/expression	C 1.0	SLP, parent/family, familiar adults, teacher	Transitions, behavior training, preferred activities, pretend play	
CS 2:3	Distinguishes meaning from voice/expression	C 1.0	SLP, parent/family, familiar adults, teacher	Tone of voice, intonation, pretend play, read-alouds	<i>Three Bears, Three Billy Goats Gruff, Three Little Pigs, etc.</i>
CS 2:4	Understands a number of words/signs/symbols	C 1.0	SLP, parent/family, familiar adults, teacher. Standardized testing	Pre-academic, reading, matching, sorting, direction following, responds to familiar environmental stimuli (McDonald's sign), survival signs	
CS 2:5	Follows simple one step verbal/signed directions	C 1.0	SLP, parent/family, familiar adults, teacher, standardized testing	Simple commands and requests, "Simon Says," nursery songs and games	
CS 2:6	Follows simple unrelated two step directions	C 1.0	SLP, parent/family, familiar adults, teacher.	"First, then..."	
CS 2:7	Understands simple what/where questions	C 1.0	SLP, parent/family, familiar adults, teacher. Standardized	Reading comprehension activities; picture cards; Who	

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			testing. SuperDuper products, LinguiSystems products, PCI Education	is it?, Where are they?, You tell me! games; daily living discussion (What did you have for dinner?)	
CS 2:8	Understands questions requiring knowledge of object function	C 1.0	SLP, parent/family, familiar adults, teacher. Standardized testing. SuperDuper products, LinguiSystems products, PCI Education	Picture cards, matching cards or objects, questions – What do you do with ___?, Where do you find ___?, What goes together?	
CS 2:9	Understands descriptive cues	C 1.0	SLP, parent/family, familiar adults, teacher. Standardized testing. SuperDuper products, LinguiSystems products, PCI Education	“Find the…” stories such as <i>Three Bears</i> , picture cards, attributes, matching, sorting, barrier games	
CS 2:10	Understands negation	C 1.0	SLP, parent/family, familiar adults, teacher. Standardized testing. SuperDuper products, LinguiSystems products, PCI Education	“Find the dog with no spots”; categorizing – which doesn’t belong?	
CS 2:11	Understands opposites	C 1.0	SLP, parent/family, familiar adults, teacher. Standardized testing. SuperDuper products, LinguiSystems products, PCI Education	Opposites games and books, picture cards	
CS 2:12	Understands plurality	C 1.0	SLP, parent/family, familiar adults, teacher. Standardized testing. SuperDuper products,	Games and books, picture cards, math lessons, number sense, regular and irregular	

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			LinguiSystems products, PCI Education		
CS 3:0 Expressive Communication Skills					
CS 3:1	Uses differentiated cries/vocalizations	C 2.0	SLP, parent/family, familiar adults, teacher		
CS 3:2	Imitates movements/sounds/signs/words	C 2.0	SLP, parent/family, familiar adults, teacher, peers	Circle time activities, songs, clapping games, “Simon Says”	Signs – yes, no thank you, more, finished
CS 3:3	Uses eye contact for requesting/responding	C 2.0	SLP, parent/family, familiar adults, teacher	Carrier phrases, proximity, gestures, be at their level, wait time, communication exchanges	Peek-A-Boo
CS 3:4	Demonstrates ability for oral planning	C 2.0	SLP, parent/family, familiar adults, teacher	PECS – adult says “I want __,” wait for response, demonstration, imitation	Shows intent
CS 3:5	Uses symbolic language: pictures/line drawing/sign language/objects	C 2.0	SLP, parent/family, familiar adults, teacher, PECS, Mayer-Johnson products, picture icons, photos, objects, signs	Requesting, visual schedules, making choices, asking for food/treats	
CS 3:6	Demonstrates wants/needs	C 2.0	SLP, parent/family, familiar adults, teacher, PECS, Mayer-Johnson products, picture icons, photos, objects, signs	Requesting, protesting, making choices, asking for food/treats, gesturing, pointing, grabbing	
CS 3:7	Protests through gestures/vocalizations/signs/symbols	C 2.0	SLP, parent/family, familiar adults, teacher, PECS, Mayer-Johnson products, picture	Turning away, offer non-preferred items	

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			icons, photos, objects, signs		
CS 3:8	Requests through gestures/vocalizations/signs/symbols	C 2.0	SLP, parent/family, familiar adults, teacher, PECS, Mayer-Johnson products, picture icons, photos, objects, signs	Requesting, protesting, making choices, asking for food/treats, gesturing, pointing, grabbing	
CS 3:9	Makes choices through gestures/vocalizations/signs/symbols	C 2.0	SLP, parent/family, familiar adults, teacher, PECS, Mayer-Johnson products, picture icons, photos, objects, signs	Requesting, protesting, making choices, asking for food/treats, gesturing, pointing, grabbing, environmental opportunities, choice boards	
CS 3:10	Uses questions	C 2.0	SLP, parent/family, familiar adults, teacher, PECS, Mayer-Johnson products, picture icons, photos, objects, signs	Model, manipulate the environment (remove/hide preferred objects), "I Want" boards, circle time/small group, role playing, stories, the "Ungame" barrier games	WH questions
CS 3:11	Uses syntax	C 2.0	SLP, parent/family, familiar adults, teacher, peers	Grammar activities, modeling, stories, group activities, language cards	
CS 3:12	Uses language to facilitate problem solving	C 2.0	SLP, parent/family, familiar adults, teacher, peers	Pictures, feeling cards, role playing, "Guess Who," barrier games, asking questions, "What's wrong?" activities	
CS 3:13	Uses complete sentences	C 2.0	SLP, parent/family, familiar adults, teacher, peers	Modeling, writing activities, describing pictures, answering questions (repeat part of the question)	

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Code	Skills Competency	Related EALR	Resources	Activities	Comments
CS 3:14	Retells events/stories in sequence	C 2.0	SLP, parent/family, familiar adults, teacher, peers	Sequencing cards and activities, stories/retell/ comprehension activities, graphic organizers, step activities (1 st , 2 nd , 3 rd ...), sharing time, circle times	
CS 3:15	Vocalizes with inflections	C 2.0	SLP, parent/family, familiar adults, teacher, peers	Modeling, oral reading, acting/drama, videos, animation	
CS 3:16	Uses understandable speech	C 2.0	SLP, parent/family, familiar adults, teacher, peers	Phonemes, articulation activities, telephone skills, voice volume, giving directions, walkie-talkies' "Telephone" game, explaining, speeches/presentations, read-alouds	
CS 3:17	Delivers messages	C 2.0	SLP, parent/family, familiar adults, teacher, peers, school staff	"Telephone" game, classroom "messenger," set up opportunities ("Go to the office and ask for some paper."), take phone messages	
CS 3:18	Communicates in emergency situations	C 2.0	SLP, parent/family, familiar adults, teacher, peers, fire department, police department, medical personnel, etc.	Discussion; icon instructions; teach/practice name, phone number, etc.; drills, invite safety speakers/emergency responders; phone skills; Teaching Telephone (phone company), survival signs; stranger danger; personal	

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				safety; visit fire department, etc.; safety videos; role play	
CS 4:0 Conversation Skills					
CS 4:1	Attends to another person	C 1.0	SLP, parent/family, familiar adults, teacher, peers	Eye contact, body language, modeling, use inflection, use signs, redirection, physical cues, speaker has preferred object	
CS 4:2	Makes/responds to verbal/gestural greetings/farewells	C. 30	SLP, parent/family, familiar adults, teacher, peers	Model, hand-over-hand or other prompts, signs, pictures, practice	
CS 4:3	Engages in my turn/your turn motor/verbal responses	C 3.0	SLP, parent/family, familiar adults, teacher, peers	Games, sharing preferred objects, hand raising, modeling, <i>Social Stories</i> , turn taking, “my turn to talk” object	
CS 4:4	Demonstrates patience with turns/delays	C 3.0	SLP, parent/family, familiar adults, teacher, peers,	Small group activities, cooking activities, modeling, timer, sharing materials (glue, crayons, etc), schedule surprises/changes, create anticipation	
CS 4:5	Listens during conversation w/o interrupting	C 3.0	SLP, parent/family, familiar adults, teacher, peers, Michelle Garcia Winner’s curriculum and other social skills materials	“My turn to talk” object, timer, teach conversational skills	

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CS 4:6	Uses facial expression to communicate meaning	C 3.0	SLP, parent/family, familiar adults, teacher, peers,	Mirror activities, story telling, drama activities, animation, videos, masks, feeling charts	
CS 4:7	Makes/maintains eye contact during conversation	C 3,0	SLP, parent/family, familiar adults, teacher, peers, Michelle Garcia Winner’s curricula – <i>Thinking with Your Eyes</i> and <i>Being Part of a Group</i>	Small group, teach expected vs. unexpected (teacher crawling on table), inflection	www.socialthinking.com
CS 4:8	Respects personal space	C 3.0	SLP, parent/family, familiar adults, teacher, peers, Michelle Garcia Winner curricula and materials	Expected vs. unexpected, social behavior maps, modeling, role play, make personal space visual (arms length, tape around desk area), give respect	www.socialthinking.com
CS 4:9	Uses appropriate language/volume/speed /tone	C 2.0	SLP, parent/family, familiar adults, teacher, peers, Michelle Garcia Winner curricula and materials	Expected vs. unexpected, social behavior maps, modeling, role play, define expectations	www.socialthinking.com
CS 4:10	Responds appropriately to humor	C 4.0	SLP, parent/family, familiar adults, teacher, peers, Michelle Garcia Winner curricula and materials	Teach/tell jokes, teach when humor is appropriate and when it’s not, videos, stories, modeling	www.socialthinking.com
CS 4:11	Identifies people by name	C 2.0	SLP, parent/family, familiar adults, teacher, peers	Name game, respond to name only, greetings, photographs of known people/classmates	

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CS 4:12	Introduces self/others	C 2.0	SLP, parent/family, familiar adults, teacher, peers	Role modeling, role play, teach manners, give expectations, community access, visitors, phone etiquette	
CS 4:13	Initiates conversation	C 3.0	SLP, parent/family, familiar adults, teacher, peers, Michelle Garcia Winner curricula and materials	Teach conversational skills, role play, social scripts, create opportunity/manipulate environment	www.socialthinking.com
CS 4:14	Maintains dialogue	C 3.0	SLP, parent/family, familiar adults, teacher, peers, Michelle Garcia Winner curricula and materials	Teach conversational skills, role play, social scripts, create opportunity/manipulate environment, topic maintenance, group discussions	www.socialthinking.com
CS 4:15	Asks meaningful questions	C 1.0	SLP, parent/family, familiar adults, teacher, peers, Michelle Garcia Winner curricula and materials	Teach conversational skills, role play, social scripts, create opportunity/manipulate environment, topic maintenance, group discussions, model	www.socialthinking.com
CS 4:16	Shares experiences/events	C 2.0	SLP, parent/family, familiar adults, teacher, peers	Retell, sharing time, present daily news, respond when spoken to	
CS 4:17	Relays negative information	C 3.0	SLP, parent/family, familiar adults, teacher, peers		
CS 4:18	Gives compliments at the appropriate time	C 4.0	SLP, parent/family, familiar adults, teacher, peers,	Teach commentary, social scripts, role playing, use video modeling (watch favorite	

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				movies, identify events), appropriate adult response	
CS 4:19	Interrupts a conversation appropriately	C 3.0	SLP, parent/family, familiar adults, teacher, peers, Michelle Garcia Winner curricula and materials	Teach conversational skills, role play, social scripts, create opportunity/manipulate environment, topic maintenance, group discussions, model, set up opportunities to observe and question – Is this a good time to interrupt Mr. Smith?	

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SS 1:0 Self-awareness Skills					
SS 1:1	Reacts appropriately to environmental stimulation	C 1.0	<i>School Function Assessment; Social Stories, Boardmaker; How Does Your Engine Run? A Leader's Guide to the Alert Program for Self-Regulation;</i> consultation with SLP, OT, and/or school counselor	<i>Social Stories</i> , personal schedule, role plays, teaching calming techniques, community exploration	
SS 1:2	Demonstrates appropriate responses to emotions	HF 1.0	<i>Social Stories; Ready-to-Use Social Skills Lessons & Activities for Grades 7-12; Navigating the Social World; Boardmaker;</i> consultation with SLP, OT, and/or school counselor	<i>Social Stories</i> , role plays, teaching calming techniques, "If You're Happy and You Know It"	
SS 1:3	Adapts to changes in routine/ environment	C 4.0	<i>School Function Assessment; Social Stories;</i> consultation with SLP, OT, and/or school counselor	<i>Social Stories</i> , personal schedule, role plays, teaching calming techniques, community exploration	
SS 1:4	Demonstrates ability to deal with stress	HF 2.0	<i>Social Stories; Worksheets! For Teaching Social Thinking and Related Skills; Navigating the Social World;</i> consultation with SLP, OT, and/or school counselor	<i>Social Stories</i> , role plays, teaching calming techniques, community exploration	

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SS 1:5	Demonstrates knowledge of personal interests and abilities	C 2.0	Reinforcement assessment, functional vocational evaluation, consultation with SLP and/or OT	Community exploration, leisure groups	
SS 1:6	Displays appropriate public behavior	HF 2.0	<i>Social Stories; Circles I: Intimacy & Relationships;</i> consultation with SLP, OT, and/or school counselor	<i>Social Stories</i> , role plays, structured play groups, teaching appropriate self calming techniques, community exploration	
SS 1:7	Provides personal information	C 2.0	<i>Social Stories</i> , assistive/augmentative technology, consultation with SLP and/or OT	<i>Social Stories</i> , role play, rote practice, community exploration, job applications	
SS 1:8	Demonstrates self-advocacy	C 2.0	<i>Social Stories, Navigating the Social World</i> , support groups, Division of Vocational Rehabilitation, assistive/augmentative technology consultation with SLP and/or OT	Structured play groups, leisure groups, game play (“It’s my turn.”), role play, interviews	
SS 1:9	Sets and reaches personal goals	C 2.0	Person centered planning, <i>LCCE</i> (personal/social skills) by Donn Brolin, <i>Worksheets! For Teaching Social Thinking and Related Skills</i> , consultation with SLP and/or OT	Student led conferences, IEP goal development	

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SS 1:10	Demonstrates self-organization	C 2.0	<i>Boardmaker</i> , consultation with SLP and/or OT	Personal schedule, use of a planner, jigs, folder system (e.g., homework folder)	
SS 1:11	Demonstrates self-determination	C 2.0	WAAS portfolio, consultation with SLP and/or OT	WAAS portfolio, making choices, editing own work	
SS 2:0 Sexual Awareness Skills					
SS 2:1	Identifies gender	HF 2.0	<i>Social Stories, Circles I: Intimacy & Relationships, Boardmaker</i> , consultation SLP and/or OT, Planned Parenthood	Using the restroom, sorting tasks, “Simon Says” (e.g., “Simon Says all the boys stand up”), boys/girls groups	
SS 2:2	Identifies correct information about sexual anatomy and development	HF 2.0	<i>Social Stories; Boardmaker</i> ; consultation with SLP, OT and/or health teacher; Planned Parenthood; health class; family	Toileting, feminine hygiene, boys/girls groups	
SS 2:3	Identifies different kinds of relationships	HF 3.0	<i>Circles, Social Stories</i> , Planned Parenthood	Stranger awareness, community exploration, boys/girls groups, gay/lesbian support group	

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SS 2:4	Identifies roles/responsibilities of marriage	HF 3.0	<i>LCCE</i> (daily living skills), Planned Parenthood, family	Boys/girls groups	
SS 2:5	Identifies information about laws relating to sexual conduct	HF 3.0	Planned Parenthood, health class, family	Boys/girls groups	
SS 2:6	Identifies correct information about sexual behavior	HF 2.0	Planned Parenthood, health class, <i>Life Skills Activities for Secondary Students with Special Needs</i>	Boys/girls groups	
SS 2:7	Identifies private and public sexual behaviors	HF 3.0	<i>Circles I: Intimacy & Relationships</i> , Planned Parenthood, consultation with OT, <i>Social Stories</i> , <i>Boardmaker</i>	Community exploration, Boys/girls groups, sexual harassment training, role plays	
SS 2:8	Identifies correct information about sexually transmitted diseases	HF 2.0	Planned Parenthood, school nurse, health class, <i>Life Skills Activities for Secondary Students with Special Needs</i>	Boys/girls groups	
SS 2:9	Identifies correct information about birth control	HF 2.0	Planned Parenthood, school nurse, health class, family	Boys/girls groups	
SS 2:10	Identifies appropriate dating behavior	HF 2.0	Planned Parenthood, family, <i>Life Skills Activities for Secondary Students with Special Needs</i>	Boys/girls groups, role plays, gay/lesbian support group	

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SS 3:0 Social Interactions Skills					
SS 3:1	Responds to the presence of others	C 3.0	Consultation with SLP and/or OT	Circle time activities	<i>Behavioral Interventions for Young Children with Autism</i> by Catherine Maurice
SS 3:2	Acknowledges presence of others	C 3.0	<i>Navigating the Social World</i> , consultation with SLP and/or OT	Greetings, circle time activities	
SS 3:3	Initiates interaction with others	C 3.0	PECS, <i>Boardmaker</i> , <i>Navigating the Social World</i> , consultation with SLP and/or OT	Snack time, leisure group, greetings	
SS 3:4	Demonstrates listening and responding skills	C 3.0	<i>Teaching Social Thinking and Related Skills, Social Skills Activities for Special Children, Navigating the Social World</i> , consultation with SLP and/or OT	“Simon Says”, direction following, “Follow the Leader”, “Telephone”	
SS 3:5	Responds to own name when called	C 3.0	<i>Social Stories</i> , consultation with SLP and/or OT	Circle time activity, Greetings, “Go Fish”	
SS 3:6	Respects personal space	C 3.0	<i>Social Stories, Teaching Social Thinking and Related Skills, Circles I: Intimacy & Relationships, Navigating the Social World</i> , consultation with SLP and/or OT	Role plays, learning “personal bubble”	

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SS 3:7	Participates cooperatively in group activities	C 3.0	<i>Social Stories, Teaching Social Thinking and Related Skills, Social Skills Activities for Secondary Students with Special Needs, Life Skills Activities for Special Children, Relationship Development Intervention with Children, Adolescents and Adult, consultation with SLP and/or OT</i>	Game play, leisure group, team sports, class projects	
SS 3:8	Gives/accepts help from others when needed	C 3.0	<i>Social Stories, Boardmaker, Life Skills Activities for Special Children, Social Skills Activities for Special Children, Social Skills Activities for Special Children, Behavior Interventions for Young Children with Autism, peers, consultation with SLP</i>	Passing out school supplies, snacks, etc., school jobs, social scripting, role plays, use of videos	
SS 3:9	Ignores negative behavior by others	C 3.0	<i>Social Stories, Boardmaker, Social Skills Lessons & Activities, consultation with SLP</i>	Role plays	
SS 3:10	Chooses alternatives to resolve conflicts	C 3.0	<i>Social Stories, Boardmaker, Life Skills Activities for</i>	Role plays, puppet theater, game play, comic strip	

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			<i>Secondary Students with Special Needs, Comic Strip Conversations, school counselor, consultation with SLP</i>	conversations, rock/paper/scissor, journal/letter/note writing	
SS 3:11	Expresses own point of view to others	C 3.0	<i>Social Stories, Boardmaker, Talkabout, consultation with SLP</i>	Student led groups, video taping for self assessment, giving constructive feedback, conversation starters	
SS 3:12	Accepts others' points of view	C 3.0	<i>Social Stories, Boardmaker, Teaching Children with Autism to Mind Read, Life Skills Activities for Special Children, Social Skills Activities for Special Children, Thinking About You Thinking About Me, consultation with SLP</i>	Student led groups, accepting constructive feedback, Perspective taking activities	
SS 3:13	Accepts & gives praise/criticism	C 3.0	<i>Social Stories, Boardmaker, Navigating the Social World, Social Skills Activities for Secondary Students with Special Needs, Social Skills Activities for Special Children, consultation with SLP</i>	Giving/accepting constructive feedback, role plays	

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SS 3:14	Displays consideration of others	C 3.0	<i>Social Stories, Boardmaker Teaching Children with Autism to Mind Read, Social Skills Activities for Special Children</i> , consultation with SLP	Peer tutoring, community exploration, volunteer work, food drive, role plays	
SS 3:15	Respects property	C 3.0	<i>Social Stories, Boardmaker</i> , consultation with SLP and/or OT	Gardening, classroom/school cleanup, notebook organization	
SS 3:16	Respects others' privacy	C 3.0	<i>Social Stories, Boardmaker, Circles I</i> , consultation with SLP and/or OT	Role plays, comic strip conversations	
SS 3:17	Identifies others by name	C 2.0	<i>Social Stories, Boardmaker, Social Skills Activities for Special Children</i> , assistive/augmentative technology, consultation with SLP and/or OT	Greetings, role plays, songs, circle time activities	
SS 3:18	Makes/responds to greetings/farewells	C 2.0	<i>Social Stories, Boardmaker, Navigating the Social World, Social Skills Activities for Special Children</i> , assistive/augmentative technology, consultation with SLP and/or OT	Greetings, role plays	
SS 3:19	Participates in conversation	C 2.0	<i>Social Stories, Boardmaker, Navigating the Social World</i> ,	Conversation starters, role plays, social groups	

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			<i>Do Watch Listen Say</i> , assistive/augmentative technology, consultation with SLP and/or OT		
SS 3:20	Introduces self & or others	C 2.0	<i>Social Stories, Boardmaker, Social Skills Activities for Special Children</i> , assistive/augmentative technology, consultation with SLP and/or OT	Role plays, social groups	
SS 3:21	Makes/ maintains friendships	C 3.0	<i>Social Skills Activities for Secondary Students with Special Needs</i> , consultation with SLP	Friendship groups, role plays	
SS 3:22	Discriminates between right or wrong	C 4.0	<i>Social Stories, Boardmaker, Talkabout</i> , consultation with SLP	Role plays, playing games, community exploration, matching games, friendship groups, video modeling	
SS 3:23	Demonstrates respect for authority	C 4.0	<i>Social Stories, Boardmaker, Social Skills Activities for Special Children</i> , consultation with SLP, <i>How Rude</i> by Alex J. Packer	Role plays, playing games(ex: Mother may I), community exploration, matching games, friendship groups, video modeling	
SS 3:24	Demonstrate ability to follow directions/ instructions	C 2.0	<i>Social Stories, LCCE, Boardmaker</i> , Community resources (ex; library rules,	Follow daily schedule (written/picture), community exploration, cooking, work	

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			bus schedules), <i>Visual Recipes</i> , cookbooks (e.g., Betty Crocker), <i>Tasks Galore</i>	systems, vocational exploration (ex: recycling, paper shredding), board games, games (ex: Simon Says, Follow the Leader), emergency drills, peer tutors, cooking classes	
SS 3:25	Demonstrate appropriate citizen rights and responsibilities	C 4.0	<i>Social Stories</i> , <i>LCCE</i> , <i>Boardmaker</i> ,	Newspaper review, voting pamphlets, transition services plan, volunteer in community, campus clean up, Transition Fair, job fair, following school/playground rules, conversation starters	
SS 4:0 Dining Habits Skills					
SS 4:1	Demonstrates proper dining etiquette	C 3.0	<i>Social Stories</i> , <i>LCCE</i> , <i>Boardmaker</i> ,	Snack time/tea time, eating at restaurant, cafeteria, role play, video modeling	
SS 4:2	Converses at mealtimes	C 2.0	<i>Social Stories</i> , <i>LCCE</i> , <i>Boardmaker</i> , <i>Navigating the Social World</i>	Snack time, eating at restaurant, cafeteria, role play, video modeling, kitchen/family play center, community exploration, video tape and critique	
SS 4:3	Demonstrates appropriate behavior in a restaurant	C 2.0	<i>Social Stories</i> , <i>Boardmaker</i> , <i>LCCE</i>	Snack time, eating at restaurant, cafeteria, role play, video modeling, kitchen/family	

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				play center, community exploration	
SS 4:4	Uses spices/condiments	C 2.0	<i>Social Stories, Boardmaker, cookbooks, Visual Recipes</i>	Snack time, eating at restaurant, cafeteria, role play, kitchen/family play center, community exploration, jigs	
SS 4:5	Chooses a restaurant	C 2.0	<i>Social Stories, Boardmaker</i>	Internet, telephone book, newspaper, mail coupons, recommendations from friends, community exploration, role play	
SS 4:6	Orders in a restaurant	C 2.0	<i>Social Stories, Boardmaker</i>	Picture menus, community exploration, role play	

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FA 1: 0 Readiness					
FA 1:1	Responds to environmental stimuli	C 1.0	Consult with SLP, OT, PT staff	Turns toward source, attends toward source, interacts with source	Videos, music, voice, alarms, mobiles, switch toys, cause and effect toys
FA 1:2	Demonstrates grasp and release of objects	C 1.0	Consult with SLP, OT, PT staff	Gather practical everyday objects for grasping and releasing practice	Spoons, pointers, joysticks, name stamps, rubber stamps, bingo ink stamps
FA 1:3	Uses both hands bilaterally	C 1.0	Consult with SLP, OT, PT staff	Games like “Simon Says” or “Follow the Leader,” ball games. arts and crafts, cut and paste, sensory activities	
FA 1:4	Imitates vocal motor	C 1.0	Consult with SLP, OT, PT staff	Singing, music tapes like animal sounds, music class, phonics and phonemes, <i>Language Master</i>	
FA 1:5	Demonstrates postural security or maintenance of own posture	C 1.0	Consult with SLP, OT, PT staff	Therapy ball, standers, walkers, chairs	
FA 1:6	Demonstrates name recognition when spoken	C 1.0	Consult with SLP, OT, PT staff	Turns towards speaker “Cookie Jar” song	
FA 1:7	Demonstrates an understanding of object permanence	S 1.0	Consult with SLP, OT, PT staff	Peek-a-boo, hide and seek, object/treasure hunt, hide-the object (in a lunchbox)	

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FA 1:8	Demonstrates an understanding of cause and effect	S 1.0	Consult with SLP, OT, PT staff	Switches, musical instruments, noise makers, marking pens	
FA 1:9	Demonstrates listening skills/auditory discrimination	C 1.0	Consult with SLP, OT, PT staff	Circle time, story time, phonics, following directions	
FA 1:10	Demonstrates directional/positional concept skills (left, right, up, down, etc.)	SSC 1.0	Consult with SLP, OT, PT staff	Games like "Simon Says," follow direction activities, general classroom activities, computer games	
FA 1:11	Visually tracks from left to right, top to bottom	C 1.0	Consult with SLP, OT, PT staff	Point while reading, use left to right, top to bottom during physical tasks	
FA 1:12	Demonstrates visual-motor coordination	C 1.0	Consult with SLP, OT, PT staff	Keep eyes on tasks, writing, coloring, pegboards, puzzles, stacking, key and lock	
FA 1:13	Recognizes/locates and names parts of the body	S 1.0	Consult with SLP, OT, PT staff F.L.A.S.H.	Songs, games, painting, drawing, matching, books, draw the whole body	
FA 1:14	Names/labels common objects	S 1.0	Consult with SLP, OT, PT staff	Vocabulary cards, photos, label environment, software, ABC brainstorming	
FA 1:15	Follows simple one step verbal directions	C 1.0	Consult with SLP, OT, PT staff	Games, integrate into daily activities	
FA 1:16	Demonstrates matching skills	S 1.0	Consult with SLP, OT, PT staff	Bingo, dominoes, folder games, matching socks, putting silverware away, sorting with a model	

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FA 1:17	Identifies colors/shapes	S 1.0	Consult with SLP, OT, PT staff	Software, color by number/letter, art projects	
FA 1:18	Identifies patterns	M 1.0	Consult with SLP, OT, PT staff	Calendar, counting, rhythms, clapping, building blocks, Cuisenaire rods, sequencing, story patterns, behavior ABCs	
FA 1:19	Demonstrates classification skills	S 1.0	Consult with SLP, OT, PT staff	Sorting color, shapes, letters, lotto, organizing work materials, recognizing groups, putting things away correctly	
FA 1:20	Demonstrates categorizing skills	S 1.0	Consult with SLP, OT, PT staff	Similar to above but consider differences between (e.g., writing objects and office tools)	
FA 1:21	Demonstrates sequencing skills	W 1.0 R 2.0	Consult with SLP, OT, PT staff	Schedules, decoding, alphabet, counting, ordinals, calendar, size	
FA 1:22	Demonstrates basic problem solving skills	S 1.0	Consult with SLP, OT, PT staff, <i>TouchMath</i> story problems	Integrated into daily activities, role playing, brainstorming, story problems	
FA 2:0 Reading					
FA 2:1	Identifies first and last name in print	R 1.0	<i>Edmark, Balanced Literacy, Language!</i>	Label spaces, belongings, birthday charts, attendance charts, jobs charts	
FA 2:2	Reads first and last name	R 1.0	<i>Edmark, Balanced Literacy, Language!</i>	Label spaces, belongings, birthday charts, attendance charts, jobs charts	

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FA 2:3	Matches word to picture	R 1.0	<i>Edmark, Balanced Literacy, Language!</i>	Matching words to picture cards, photos, label cupboards	
FA 2:4	Reads common signs	R 1.0	<i>Edmark, Balanced Literacy, Language!</i>		
FA 2:5	Identifies/reads functional vocabulary words	R 1.0	<i>Edmark Functional Word Series, Balanced Literacy, Language!</i>	Survival word bingo, Community signs,	
FA 2:6	Reads basic sight words	R 1.0	<i>Edmark, Balanced Literacy, Language!, Dolch, Dr. Fry</i>	Bingo, flash cards, word boards, software	
FA 2:7	Identifies/recognizes letter name (lower/upper case)	R 1.0	<i>Edmark, Balanced Literacy, Language!</i>	ABC books, alphabet strip, software, <i>Chicka Chicka Boom Boom</i> , other books and music, letter of the week	
FA 2:8	Identifies letter sound-symbol relationship	R 1.0	<i>Edmark, Balanced Literacy, Language!, Reading Mastery</i>	Phonics activities, Pig Latin, <i>Language Master</i> , letter hopscotch, rhyming, word family books	
FA 2:9	Demonstrates ability to decode phonetically	R 1.0	<i>Edmark, Balanced Literacy, Language!, Reading Mastery, Explode the Code</i>	Phonics activities, Pig Latin, <i>Language Master</i> , letter hopscotch, rhyming, word family books	
FA 2:10	Reads direction words	R 1.0	<i>Edmark, Balanced Literacy, Language!, Reading Mastery, Explode the Code, Social</i>	Activity books, task list, recipes, craft directions, <i>Social Stories</i>	

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			<i>Stories, Edmark Functional Words</i>		
FA 2:11	Reads abbreviations	R1 .0	<i>Edmark, Balanced Literacy, Language!, Reading Mastery, Explode the Code, Dr. Fry, Brigrance</i>	Calendar activities, Writing letters, reading e-mail or text messages, cooking, measurement	
FA 2:12	Reads contractions	R 1.0	<i>Edmark, Balanced Literacy, Language!, Reading Mastery, Explode the Code</i>	Language arts programs	
FA 2:13	Comprehends written passages	R 2.0	<i>Edmark, Balanced Literacy, Language!, Reading Mastery, Explode the Code, basal readers, books by R. C. Owens</i>	Various worksheets, Educational news periodicals, oral discussions, written papers and reports, newspapers and magazines	
FA 2:14	Reads for leisure	R 2.0		Animae, Olsen Twins, popular magazines, books on tape	
FA 3:0 Written Language					
FA 3:1	Uses various writing instruments	W 1.0	<i>Handwriting Without Tears, Co-Writer software, Writing with Symbols, Type to Learn</i>		
FA 3:2	Copies shapes, letters, numbers	W 1.0	<i>Handwriting Without Tears, Co-Writer software, Writing with Symbols, Type to Learn</i>		
FA 3:3	Writes upper/lower case letters	W 1.0	<i>Handwriting Without Tears, Co-Writer software, Writing</i>		

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			<i>with Symbols, Type to Learn</i>		
FA 3:4	Writes numerals	W 1.0	<i>Handwriting Without Tears, Co-Writer software, Writing with Symbols, Type to Learn</i>		
FA 3:5	Writes personal data	W 1.0	<i>Handwriting Without Tears, Co-Writer software, Writing with Symbols, Type to Learn</i>	Index cards, trace data using vis-a-vis on plastic sleeves, use computer made templates	
FA 3:6	Writes survival words	W 1.0	<i>Handwriting Without Tears, Co-Writer software, Writing with Symbols, Type to Learn</i>		
FA 3:7	Writes number words	W 1.0	<i>Handwriting Without Tears, Co-Writer software, Writing with Symbols, Type to Learn</i>		
FA 3:8	Writes simple messages/lists	W 1.0	<i>Handwriting Without Tears, Co-Writer software, Writing with Symbols, Type to Learn</i>	E-mail, text messages, make shopping list, take phone messages, list leisure ideas	
FA 3:9	Copies written information	W 1.0	<i>Handwriting Without Tears, Co-Writer software, Writing with Symbols, Type to Learn</i>		
FA 3:10	Writes legibly with appropriate size, spacing and alignment	W 1.0	<i>Handwriting Without Tears, Co-Writer software, Writing with Symbols, Type to Learn</i>	Use white glue to outline word or letter boxes, use graph paper	
FA 3:11	Writes simple sentences	W 1.0	<i>Handwriting Without Tears, Co-Writer software, Writing with Symbols, Type to Learn</i>	<i>Inspiration, Kidspiration, WH question templates, e-mail, Co-Writer</i>	

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FA 3:12	Writes simple letters/addresses envelopes	W 2.0	<i>Handwriting Without Tears, Co-Writer software, Writing with Symbols, Type to Learn</i>	Cards and letters, invitations, classroom newsletters, peer note exchange	
FA 3:13	Uses capitalization punctuation	W 1.0	<i>Handwriting Without Tears, Co-Writer software, Writing with Symbols, Type to Learn</i>	Spell check, grammar check	
FA 3:14	Alphabetizes	W 1.0	<i>Handwriting Without Tears, Co-Writer software, Writing with Symbols, Type to Learn</i>	Filing; using the library, phone books, ABC chart, dictionary, encyclopedias, atlases, indexes	
FA 3:15	Demonstrates word processing skills	W 3.0	<i>Handwriting Without Tears, Co-Writer software, Writing with Symbols, Type to Learn</i>	Typing programs, on-line tutoring, e-mail, editing, make cards	
FA 4:0 Math Skills					
FA 4:1	Demonstrates number concepts/awareness	M 1.0	<i>TouchMath, box it and bag it, work jobs, Math Their Way, Saxon Math, PCI Education software supplementals</i>	Counting and numbering objects	
FA 4:2	Demonstrates one to one correspondence	M 1.0	<i>TouchMath, box it and bag it, work jobs, Math Their Way, Saxon Math, PCI Education software supplementals</i>	Manipulatives, counting, games, matching, sorting	
FA 4:3	Rote counts to a given amount	M 1.0	<i>TouchMath, box it and bag it, work jobs, Math Their Way, Saxon Math, PCI Education</i>	Counting, songs, clapping rhythms	

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			software supplementals		
FA 4:4	Counts sets of objects/states how many	M1.0	<i>TouchMath</i> , box it and bag it, work jobs, <i>Math Their Way</i> , <i>Saxon Math</i> , PCI Education software supplementals	Manipulatives, calendar	
FA 4:5	Identifies/recognizes numerals	M 1.0	<i>TouchMath</i> , box it and bag it, work jobs, <i>Math Their Way</i> , <i>Saxon Math</i> , PCI Education software supplementals	Calendar, matching, clocks, pages, numbers in environment	
FA 4:6	Matches numerals to sets	M 1.0	<i>TouchMath</i> , box it and bag it, work jobs, <i>Math Their Way</i> , <i>Saxon Math</i> , PCI Education software supplementals		
FA 4:7	Identifies number quantities	M 1.0	<i>TouchMath</i> , box it and bag it, work jobs, <i>Math Their Way</i> , <i>Saxon Math</i> , PCI Education software supplementals		
FA 4:8	Demonstrates understanding of more/less concepts	M 1.0	<i>TouchMath</i> , box it and bag it, work jobs, <i>Math Their Way</i> , <i>Saxon Math</i> , PCI Education software supplementals	Dollar up or next dollar strategy, calendar	
FA 4:9	Demonstrates understanding of patterning/sequencing	M 1.0	<i>TouchMath</i> , box it and bag it, work jobs, <i>Math Their Way</i> , <i>Saxon Math</i> , PCI Education software supplementals	Calendar, manipulatives, fill in the missing number, following steps	

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FA 4:10	Tells what number comes next	M 1.0	<i>TouchMath</i> , box it and bag it, work jobs, <i>Math Their Way</i> , <i>Saxon Math</i> , PCI Education software supplementals	Calendar, rote counting	
FA 4:11	Names numerals presented out of sequence	M 1.0	<i>TouchMath</i> , box it and bag it, work jobs, <i>Math Their Way</i> , <i>Saxon Math</i> , PCI Education software supplementals	Address, phone number, prices, file folder games	
FA 4:12	Starts counting at a given number and stops at a given number	M 1.0	<i>TouchMath</i> , box it and bag it, work jobs, <i>Math Their Way</i> , <i>Saxon Math</i> , PCI Education software supplementals	Number line, calendar, sidewalk number line	
FA 4:13	Identifies Ordinal position	M 1.0	<i>TouchMath</i> , box it and bag it, work jobs, <i>Math Their Way</i> , <i>Saxon Math</i> , PCI Education software supplementals		
FA 4:14	Identifies Number words	M 1.0	<i>TouchMath</i> , box it and bag it, work jobs, <i>Math Their Way</i> , <i>Saxon Math</i> , PCI Education software supplementals		
FA 4:15	Counts by 2's, 5's, 10's	M 1.0	<i>TouchMath</i> , box it and bag it, work jobs, <i>Math Their Way</i> , <i>Saxon Math</i> , PCI Education software supplementals	Time, money, odd and even	
FA 4:16	Identifies math symbols (signs) associated with math operations	M 1.0	<i>TouchMath</i> , box it and bag it, work jobs, <i>Math Their Way</i> , <i>Saxon Math</i> , PCI Education		

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			software supplementals		
FA 4:17	Identifies numeration/place value	M 1.0	<i>TouchMath</i> , box it and bag it, work jobs, <i>Math Their Way</i> , <i>Saxon Math</i> , PCI Education software supplementals		
FA 4:18	Associates numeration/place value in relation to quantities	M 1.0	<i>TouchMath</i> , box it and bag it, work jobs, <i>Math Their Way</i> , <i>Saxon Math</i> , PCI Education software supplementals	Estimation, vending machines	
FA 4:19	Performs addition, subtraction operations	M 1.0	<i>TouchMath</i> , box it and bag it, work jobs, <i>Math Their Way</i> , <i>Saxon Math</i> , PCI Education software supplementals	Manipulatives, graphic organizers, <i>M&M Story</i>	
FA 4:20	Reads numbers with decimals	M 1.0	<i>TouchMath</i> , box it and bag it, work jobs, <i>Math Their Way</i> , <i>Saxon Math</i> , PCI Education software supplementals	Money math	
FA 4:21	Performs math operations involving decimals	M 1.0	<i>TouchMath</i> , box it and bag it, work jobs, <i>Math Their Way</i> , <i>Saxon Math</i> , PCI Education software supplementals		
FA 4:22	Performs multiplication/division operations	M 1.0	<i>TouchMath</i> , box it and bag it, work jobs, <i>Math Their Way</i> , <i>Saxon Math</i> , PCI Education software supplementals	Manipulatives, calculators	

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FA 4:23	Uses a calculator	M 1.0	<i>TouchMath</i> , box it and bag it, work jobs, <i>Math Their Way</i> , <i>Saxon Math</i> , PCI Education software supplementals	Calculator math, practical math,	
FA 4:24	Solves simple story problems	M 4.0	<i>TouchMath</i> , box it and bag it, work jobs, <i>Math Their Way</i> , <i>Saxon Math</i> , PCI Education software supplementals		
FA 4:25	Identifies even/odd numbers	M 1.0	<i>TouchMath</i> , box it and bag it, work jobs, <i>Math Their Way</i> , <i>Saxon Math</i> , PCI Education software supplementals		
FA 4:26	Identifies/Uses fractions	M 1.0	<i>TouchMath</i> , box it and bag it, work jobs, <i>Math Their Way</i> , <i>Saxon Math</i> , PCI Education software supplementals	Measuring, cooking	
FA 4:27	Applies math operations to life skills activities	M 5.0		Manages money in the real world	
FA 5: 0 Money Skills					
FA 5:1	Exchanges money for desired items	M 5.0	<i>Life Centered Career Education (LCCE)</i> modified, <i>LifeSchool 2000</i> , PCI Education supplementals, <i>TouchMoney</i>	Vending machines, school store, grocery store, dramatic play, token exchange, cafeteria	

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Code	Skills Competency	Related EALR	Resources	Activities	Comments
FA 5:2	Identifies and sorts coins/bills	M 1.0	<i>LCCE</i> modified, <i>LifeSchool 2000</i> , PCI Education supplementals, <i>TouchMoney</i>	Money games, songs,	
FA 5:3	Identifies the number of pennies, nickels, dimes, quarters in a dollar	M 1.0	<i>LCCE</i> modified, <i>LifeSchool 2000</i> , PCI Education supplementals, <i>TouchMoney</i>	Money games, songs and chants	
FA 5:4	Counts variety of coin and/or dollar combinations	M 1.0	<i>LCCE</i> modified, <i>LifeSchool 2000</i> , PCI Education supplementals, <i>TouchMoney</i>	Show me another way, games, songs	
FA 5:5	Recognizes monetary relationships or equivalencies (5 pennies = 1 nickel etc.)	M 1.0	<i>LCCE</i> modified, <i>LifeSchool 2000</i> , PCI Education supplementals, <i>TouchMoney</i>	See above	
FA 5:6	Identifies cent & dollar signs	M 1.0	<i>LCCE</i> modified, <i>LifeSchool 2000</i> , PCI Education supplementals, <i>TouchMoney</i>	See above	
FA 5:7	Reads/writes monetary values using dollar signs and decimal points	M 1.0	<i>LCCE</i> modified, <i>LifeSchool 2000</i> , PCI Education supplementals, <i>TouchMoney</i>	See above	
FA 5:8	Adds/subtracts monetary values with or w/o a calculator	M 1.0	<i>LCCE</i> modified, <i>LifeSchool 2000</i> , PCI Education supplementals, <i>TouchMoney</i>	See above	
FA 5:9	Uses next dollar strategy	M 3.0	<i>LCCE</i> modified, <i>LifeSchool 2000</i> , PCI Education supplementals, <i>TouchMoney</i>	Sale ad flash cards, real life practice	
FA 5:10	Estimates cost of items	M 2.0	<i>LCCE</i> modified, <i>LifeSchool</i>	See above	

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			2000, PCI Education supplementals, <i>TouchMoney</i>		
FA 5:11	Handles money/makes purchases	M 5.0	<i>LCCE</i> modified, <i>LifeSchool 2000</i> , PCI Education supplementals, <i>TouchMoney</i>	"Counts on" – prompting to count, real life practice	
FA 5:12	Uses vending machines	M.1.0	<i>LCCE</i> modified, <i>LifeSchool 2000</i> , PCI Education supplementals, <i>TouchMoney</i>		
FA 5:13	Makes change	M 1.0	<i>LCCE</i> modified, <i>LifeSchool 2000</i> , PCI Education supplementals, <i>TouchMoney</i>		
FA 5:14	Understands the concept of saving money	M 1.0	<i>LCCE</i> modified, <i>LifeSchool 2000</i> , PCI Education supplementals, <i>TouchMoney</i>	Goal setting, envelope budgeting, classroom incentives, token exchange	
FA 5:15	Identifies/uses banking services (ATM)	SSC 4.0	<i>LCCE</i> modified, <i>LifeSchool 2000</i> , PCI Education supplementals, <i>TouchMoney</i>	Field trips, banking programs	
FA 5:16	Uses checks	M 5.0	<i>LCCE</i> modified, <i>LifeSchool 2000</i> , PCI Education supplementals, <i>TouchMoney</i>	Banking programs	
FA 5:17	Reads/balances bank statements	M 5.0	<i>LCCE</i> modified, <i>LifeSchool 2000</i> , PCI Education supplementals, <i>TouchMoney</i>	Banking programs	
FA 5:18	Checks accuracy of pay check	M 5.0	<i>LCCE</i> modified, <i>LifeSchool 2000</i> , PCI Education supplementals, <i>TouchMoney</i>		

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FA 5:19	Arranges for assistance in completing/filing income tax forms	C 2.0	<i>LCCE</i> modified, <i>LifeSchool 2000</i> , PCI Education supplementals, <i>TouchMoney</i>	Practice forms	
FA 5:20	Identifies the responsibilities associated in using credit cards	SSC 4.0	<i>LCCE</i> modified, <i>LifeSchool 2000</i> , PCI Education supplementals, <i>TouchMoney</i>	Role-playing, brainstorming, reading junk mail and contracts	
FA 6: 0 Measurement Skills					
FA 6:1	Understands concepts of measurement	M 1.0	<i>LCCE</i> modified, <i>LifeSchool 2000</i> , PCI Education supplementals, <i>TouchMoney</i>	Baking and cooking	
FA 6:2	Identifies/uses various measurement tools	M 1.0	<i>LCCE</i> modified, <i>LifeSchool 2000</i> , PCI Education supplementals, <i>TouchMoney</i>	Baking and cooking	
FA 6:3	Measures volumes	M 1.0	<i>LCCE</i> modified, <i>LifeSchool 2000</i> , PCI Education supplementals, <i>TouchMoney</i>	Baking and cooking	
FA 6:4	Measures weights	M 1.0	<i>LCCE</i> modified, <i>LifeSchool 2000</i> , PCI Education supplementals, <i>TouchMoney</i>	Shopping for produce	
FA 6:5	Measures temperatures	M 1.0	<i>LCCE</i> modified, <i>LifeSchool 2000</i> , PCI Education supplementals, <i>TouchMoney</i>	Weather, cooking, baking	

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FA 6:6	Measures distances	M 1.0	<i>LCCE</i> modified, <i>LifeSchool 2000</i> , PCI Education supplementals, <i>TouchMoney</i>	Map reading, community travel, estimate travel time	
FA 7:0 Time Skills					
FA 7:1	Sequences order of daily activities or routines	M 1.2	<i>LCCE</i> , PCI Education supplementals, Remedia Publications supplementals	Daily schedules, check lists, circle time	
FA 7:2	Associates a clock with telling time	M 1.2	<i>LCCE</i> , PCI Education supplementals, Remedia Publications supplementals	Include analog with digital clocks	
FA 7:3	Identifies day/night	M 1.2	<i>LCCE</i> , PCI Education supplementals, Remedia Publications supplementals	Brainstorm daytime and nighttime activities	
FA 7:4	Identifies time periods of a day (morning, afternoon, evening, night)	M 1.2	<i>LCCE</i> , PCI Education supplementals, Remedia Publications supplementals	Before sleep, sleep, before school, school, after school	
FA 7:5	Identifies times related to daily events	M 1.2	<i>LCCE</i> , PCI Education supplementals, Remedia Publications supplementals	Routines and schedules	
FA 7:6	Identifies units of time and equivalencies	M 1.2	<i>LCCE</i> , PCI Education supplementals, Remedia Publications supplementals	Schedules and routines, Use verbal cues to indicate time frames, associate with length of event	
FA 7:7	Uses A.M/P.M.	M 1.2	<i>LCCE</i> , PCI Education supplementals, Remedia	Schedules and routines	

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			Publications supplementals		
FA 7:8	Tells time to the hour, 1/2 hr, 1/4 hr, minute	M 1.2	LCCE, PCI Education supplementals, Remedia Publications supplementals	Worksheets and verbal cues	
FA 7:9	Reads time by viewing different types of clocks	M 1.2	LCCE, PCI Education supplementals, Remedia Publications supplementals	Use both analog and digital clocks in the classroom	
FA 7:10	Sets time/alarm on a clock, watch, clock radio	M 1.2	LCCE, PCI Education supplementals, Remedia Publications supplementals		
FA 7:11	Set and operates a timer	M 1.2	LCCE, PCI Education supplementals, Remedia Publications supplementals		
FA 7:12	Uses time concepts relative to life situations	M 1.2	LCCE, PCI Education supplementals, Remedia Publications supplementals		
FA 7:13	Reads/uses time schedules	M 1.2	LCCE, PCI Education supplementals, Remedia Publications supplementals	Schedules and routines	
FA 7:14	Understands daylight savings/standard time/time zones	M 1.2	LCCE, PCI Education supplementals, Remedia Publications supplementals		
FA 7:15	Names days of the week in sequential order	M 1.2	LCCE, PCI Education supplementals, Remedia Publications supplementals	Calendar	

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DOMAIN: FUNCTIONAL ACADEMICS

Code	Skills Competency	Related EALR	Resources	Activities	Comments
FA 7:16	Identifies current date/day of the week	M 1.2	LCCE, PCI Education supplementals, Remedia Publications supplementals	Calendar	
FA 7:17	Demonstrates understanding of the concepts: today, tomorrow, yesterday	M 1.2	LCCE, PCI Education supplementals, Remedia Publications supplementals	Planners, calendars, make a calendar	
FA 7:18	Names the months of the year in sequential order	M 1.2	LCCE, PCI Education supplementals, Remedia Publications supplementals	Planners, calendars, make a calendar	
FA 7:19	Identifies dates/days of the week on the calendar	M 1.2	LCCE, PCI Education supplementals, Remedia Publications supplementals	See above	
FA 7:20	Locates specific dates on the calendar	M 1.2	LCCE, PCI Education supplementals, Remedia Publications supplementals	See above	
FA 7:21	Identifies/names seasons	M 1.2	LCCE, PCI Education supplementals, Remedia Publications supplementals	See above	
FA 7:22	Identifies current seasons	M 1.2	LCCE, PCI Education supplementals, Remedia Publications supplementals	See above, weather on TV and/or computer	
FA 7:23	Matches holidays with month and season	M 1.2	LCCE, PCI Education supplementals, Remedia Publications supplementals	See above, seasonal activities	

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FA 7:24	Demonstrates understanding of the concept: weekend/days off	M 1.2	LCCE, PCI Education supplementals, Remedia Publications supplementals	See above	
FA 7:25	Uses a calendar for planning/scheduling	M 1.2	LCCE, PCI Education supplementals, Remedia Publications supplementals	See above	

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DOMAIN: SELF-MANAGEMENT					
Code	Skills Competency	Related EALR	Resources	Activities	Comments
SM 1:0 Eating Skills					
SM 1:1	Drinks	HF 1.0	Consult with SLP and/or OT, <i>Social Stories</i>	Snack time, lunch, parties	Access to fountains Use a straw to drink
SM 1:2	Chews/swallows	HF 1.0	Consult with SLP and/or OT, <i>Social Stories</i>	Snack time, lunch, parties, “Eat” and “Not Eat” posters and games (teacher made visual aids)	
SM 1:3	Eats finger foods	HF 1.0	Consult with SLP and/or OT, <i>Social Stories</i>	Snack time, lunch, parties, use long baked Cheetos	
SM 1:4	Uses table utensils	HF 1.0	Consult with SLP and/or OT, <i>Social Stories</i>	Snack time, lunch, parties	
SM 2:0 Dressing Skills					
SM 2:1	Identifies clean vs. soiled clothing	HF 2.0	<i>Taking Care of Myself: A Hygiene, Puberty, and Personal Curriculum for Young People with Autism</i>	Sort laundry, role play	
SM 2:2	Selects/wears appropriate clothing/accessories	HF 2.0	<i>LCCE, Family Life and Sexual Health Curriculum (FLASH)</i>	Calendar/season/weather, role play	
SM 2:3	Puts on/takes off clothing	HF 2.0	Consult with OT, <i>Taking Care of Myself</i>	Home center, Halloween, dress up days, role play	

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Code	Skills Competency	Related EALR	Resources	Activities	Comments
SM 2:4	Puts on/takes off shoes	HF 2.0	Check Internet, consult with OT	PE and tumbling w/o shoes	
SM 2:5	Demonstrates use of a variety of clothing fasteners	HF 2.0	Consult with OT	Dapper Dan doll, zippered pouches, aprons,	
SM 3:0 Toileting Skills					
SM 3:1	Indicates need for toileting or when soiled/wet	HF 2.0	Consult with parents, OT, and/or SLP; <i>Boardmaker; Taking Care of Myself</i>	Toileting,	
SM 3:2	Follows toileting schedule	HF 1.0	Consult with parents, nurse, and/or previous staff; <i>Boardmaker; Taking Care of Myself</i>	Toileting	
SM 3:3	Assists with toileting	HF 1.0	Consult with OT, PT, parents, and/or previous staff; <i>Boardmaker; Taking Care of Myself</i>	Toileting, task analysis	
SM 3:4	Is toilet trained	HF 2.0	Consult with OT, PT, parents, and/or previous staff; <i>Boardmaker; Taking Care of Myself</i>	Toileting, task analysis	
SM 3:5	Wipes	HF 2.0	Consult with OT, PT, parents, and/or previous staff; <i>Boardmaker; Taking Care of Myself</i>	Toileting, task analysis	

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Code	Skills Competency	Related EALR	Resources	Activities	Comments
SM 3:6	Uses toilet in school and community setting	HF 2.0	Consult with OT, PT, parents, and/or previous staff; Boardmaker; <i>Taking Care of Myself</i>	Toileting, task analysis	
SM 4:0 Personal Hygiene Skills					
SM 4:1	Controls drooling	HF 2.0	Consult with OT, PT, SLP, and/or nurse	Sucking and blowing activities	
SM 4:2	Cares for oral hygiene	HF 2.0	Consult with OT, PT, SLP, and/or nurse; <i>Health and Safety Curriculum</i> featuring Ted E. Bear; <i>Social Stories</i> ; <i>Boardmaker</i>	Sucking and blowing activities Task Analysis, battery toothbrushes, kid toothpaste, Dramatic play	
SM 4:3	Blows/wipes nose appropriately	HF 2.0	Consult with OT, PT, and/or SLP; <i>Health and Safety Curriculum</i> featuring Ted E. Bear; <i>Social Stories</i> ; <i>Boardmaker</i>	Task analysis, dramatic play	
SM 4:4	Sneezes/coughs appropriately	HF 2.0	Consult with OT, PT, SLP, and/or nurse; <i>Health and Safety Curriculum</i> featuring Ted E. Bear; <i>Social Stories</i> ; <i>Boardmaker</i>	Task analysis, dramatic play	
SM 4:5	Bathes/showers	HF 2.0	Consult with OT, PT, SLP, and/or nurse; <i>Health and Safety Curriculum</i> featuring Ted E. Bear; <i>Social Stories</i> ; <i>Boardmaker</i>	Task analysis, dramatic play	

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SM 4:6	Washes face	HF 2.0	Consult with OT, PT, SLP, and/or nurse; <i>Health and Safety Curriculum</i> featuring Ted E. Bear, <i>Social Stories</i> ; <i>Boardmaker</i>	Task analysis, dramatic play	
SM 4:7	Washes hands	HF 2.0	Consult with OT, PT, SLP, and/or nurse; <i>Health and Safety Curriculum</i> featuring Ted E. Bear, <i>Social Stories</i> ; <i>Boardmaker</i>	Task analysis, dramatic play	
SM 4:8	Acknowledge the importance of skin care	HF 2.0	Consult with OT, PT, SLP, and/or nurse; <i>Health and Safety Curriculum</i> featuring Ted E. Bear, <i>Social Stories</i> ; <i>Boardmaker</i>	Task analysis, dramatic play	
SM 4:9	Performs hair care	HF 2.0	Consult with OT, PT, SLP, and/or nurse; <i>Health and Safety Curriculum</i> featuring Ted E. Bear, <i>Social Stories</i> ; <i>Boardmaker</i>	Task analysis, dramatic play	
SM 4:10	Uses deodorant	HF 2.0	Consult with OT, PT, SLP, and/or nurse; <i>Health and Safety Curriculum</i> featuring Ted E. Bear, <i>Social Stories</i> ; <i>Boardmaker</i>	Task analysis, deodorant	
SM 4:11	Identify proper products for hygiene and where to obtain them	HF 2.0	Consult with OT, PT, SLP, and/or nurse; <i>Health and Safety Curriculum</i> featuring Ted E. Bear, <i>Social Stories</i> ;	Task analysis, magazine and newspaper ads, <i>Social Stories</i>	

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Code	Skills Competency	Related EALR	Resources	Activities	Comments
			<i>Boardmaker</i>		
SM 4:12	Takes care of feminine hygiene needs	HF 2.0	Consult with OT, PT, SLP, and/or nurse; <i>Health and Safety Curriculum</i> featuring Ted E. Bear, <i>Social Stories</i> ; <i>Boardmaker</i>	Task analysis, <i>Social Stories</i>	
SM 5:0 Grooming Skills					
SM 5:1	Combs/brushes hair	HF 2.0	Consult with OT and/or PT	Task analysis, role play beautician, field trip to hair salon	
SM 5:2	Takes care of nails	HF 2.0	Consult with OT and/or PT, <i>Health and Safety Curriculum</i> featuring Ted E. Bear, <i>Social Stories</i> , <i>Boardmaker</i>	Task analysis, role play manicurist, field trip to nail salon	
SM 5:3	Shaves	HF 2.0	Consult with OT and/or PT, <i>Health and Safety Curriculum</i> featuring Ted E. Bear, <i>Social Stories</i> , <i>Boardmaker</i>	Task analysis, role play	
SM 5:4	Uses cosmetics	HF 2.0	Consult with OT and/or PT, <i>Health and Safety Curriculum</i> featuring Ted E. Bear, <i>Social Stories</i> , <i>Boardmaker</i>	Task analysis, role play make up artist	
SM 6:0 Health Care Skills					
SM 6:1	Indicates where medical attention is available	HF 3.0	<i>LCCE</i> , <i>Children's Orthopedic Hospital Kit</i> , Safety Signs and	Role playing, <i>Social Stories</i> , school nurse or medical visitor	

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Code	Skills Competency	Related EALR	Resources	Activities	Comments
			Symbols, <i>Edmark, Brigance</i>		
SM 6:2	Distinguishes between prescription and non prescription drugs	HF 3.0	<i>LCCE</i> , Health and Safety, Children’s Orthopedic Hospital Kit Safety Signs and Symbols, <i>Edmark, Brigance</i>	Role playing, <i>Social Stories</i> , school nurse or medical visitor, Mr. Yuk, magazine and newspaper ads, sample labels	
SM 6:3	Takes medication appropriately	HF 3.0	<i>LCCE</i> , Health and Safety, Children’s Orthopedic Hospital Kit Safety Signs and Symbols, <i>Edmark, Brigance</i>	Role playing, <i>Social Stories</i> , school nurse or medical visitor, Mr. Yuk, magazine and newspaper ads, sample labels	
SM 6:4	Reports seizures or when feeling ill	HF 3.0	<i>LCCE</i> , Health and Safety, Children’s Orthopedic Hospital Kit, Safety Signs and Symbols, <i>Edmark, Brigance</i> , First Aid curriculums, <i>Taking Care of Myself</i>	Role playing, <i>Social Stories</i> , school nurse or medical visitor, Mr. Yuk, magazine and newspaper ads, sample labels	
SM 6:5	Identifies illnesses/injuries that require medical interventions	HF 3.0	<i>LCCE</i> , Health and Safety, Children’s Orthopedic Hospital Kit Safety Signs and Symbols, <i>Edmark, Brigance</i> , first aid curricula, <i>Taking Care of Myself</i>	Role playing, <i>Social Stories</i> , school nurse or medical visitor, Mr. Yuk, magazine and newspaper ads, sample labels	
SM 6:6	Demonstrates knowledge of common illness and injury prevention and treatment	HF 3.0	<i>LCCE</i> , Health and Safety, Children’s Orthopedic Hospital Kit Safety Signs and Symbols, <i>Edmark, Brigance</i> , first aid curricula, <i>Taking</i>	Role playing, <i>Social Stories</i> , school nurse or medical visitor, Mr. Yuk, magazine and newspaper ads, sample labels	

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Code	Skills Competency	Related EALR	Resources	Activities	Comments
			<i>Care of Myself</i>		
SM 6:7	Development and maintain an exercise program	HF 4.0	<i>LCCE</i> , Health and Safety, Children’s Orthopedic Hospital Kit Safety Signs and Symbols, <i>Edmark</i> , <i>Brigance</i> , first aid curricula, <i>Taking Care of Myself</i> , PE teacher, USDA pyramid	Daily games and exercise, goal posters and log books	
SM 6:8	Demonstrates ability to access community health facilities	HF 3.0	<i>LCCE</i> , Health and Safety, Children’s Orthopedic Hospital Kit Safety Signs and Symbols, <i>Edmark</i> , <i>Brigance</i> , first aid curricula, <i>Taking Care of Myself</i>	Role play phone calls, field trips	
SM 7:0 Personal Safety					
SM 7:1	Recognizes need for personal safety	HF 2.0	<i>FLASH</i> , <i>Circles</i> , <i>Taking Care of Myself</i> , <i>Social Stories</i> , <i>LCCE</i> , <i>Working Healthy</i> (food handler’s book)	Role play, <i>Social Stories</i> , circle activities,	
SM 7:2	Avoids dangerous places/situations	HF 2.0	Safety Signs and Symbols, <i>Brigance</i> , <i>Edmark</i> , <i>LCCE</i> , <i>Working Healthy</i>	Role play, <i>Social Stories</i> , circle activities, flash card, matches	
SM 7:3	Demonstrates actions to take in the event of an emergency	HF 2.0	First aid curriculum, <i>LCCE</i>	Role play, <i>Social Stories</i> , circle activities, task analysis, picture schedule	

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SM 7:4	Demonstrates ability to get assistance	HF 2.0	Consult with SLP, first aid curriculum, <i>LCCE</i> , <i>Social Stories</i>	Role play, <i>Social Stories</i> , circle activities, task analysis, picture schedule	
SM 7:5	Demonstrates awareness of appropriate touching	HF 2.0	<i>Circles</i> , <i>FLASH</i> , <i>Taking Care of Myself</i> , <i>LCCE</i>	Role play, <i>Social Stories</i> , circle activities, task analysis, picture schedule, graph of differences between friends and acquaintances	
SM 7:6	Demonstrates stranger safety	HF 2.0	<i>Circles</i> , <i>FLASH</i> , <i>Taking Care of Myself</i> , <i>LCCE</i>	Role play, bring in a stranger to visit, field trip, use photographs of family, friends, acquaintances and magazines pictures of strangers	
SM 7:7	Demonstrates how to handle money safely	HF 3.0	<i>LCCE</i> , travel protocols	Role play, dress up	
SM 7:8	Uses personal identification cards	HF 3.0	Consult with OT	Role play, <i>Social Stories</i> , vocational training, field trips	
SM 7:9	Manages possessions appropriately	HF 3.0	Consult with OT, <i>Social Stories</i>	Individual calendar/schedule <i>Social Stories</i> , role play	
SM 8:0 Decision Making Skills					
SM 8:1	Recognizes a problem	HF 3.0	<i>LCCE</i> , <i>2nd Step, Navigating the Social World: A Curriculum for Individuals with Asperger's, High Functioning Autism, and</i>	Role playing, situational cards, scenarios with "What is the problem?"	

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Code	Skills Competency	Related EALR	Resources	Activities	Comments
			<i>Related Disorders</i>		
SM 8:2	Anticipates consequences	HF 4.0	<i>LCCE, 2nd Step, Navigating the Social World, Know the Code: Learning Social Behaviors at School, Social Skill Builder Series: My School Day</i> software	“What happens when...” <i>Social Stories</i> , sequencing cards	
SM 8:3	Locates/utilizes sources of assistance	HF 4.0	<i>LCCE, 2nd Step, Navigating Your Social World</i>	Role playing, brainstorm	
SM 8:4	Develops/evaluates alternatives	HF 3.0	<i>LCCE, 2nd Step, Navigating Your Social World</i>	Pros and cons charts, “if then statements, social stories	
SM 8:5	Demonstrates decision making skills	HF 4.0	<i>LCCE, 2nd Step, Navigating Your Social World</i>		

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Code	Competency	Related EALR	Resources	Activities	Comments
HL 1:0 House Keeping Skills					
HL 1:1	Disposes of garbage	HF 2.0	OT/PT consult, Boardmaker, Writing with Symbols, Picture It, LCCE	Cleaning work area, sorting recycling, taking recycling to bin, putting gloves on	
HL 1:2	Cleans floors	HF 2.0	OT/PT consult, Boardmaker, Writing with Symbols, Picture It, LCCE	Carpet sweeper, electric vac, Push broom, reg broom & dustpan, mop, carpet cleaner Sequential picture/word list	
HL 1:3	Dusts Furniture	HF 2.0	OT/PT consult, Boardmaker, Writing with Symbols, Picture It, LCCE	Feather duster, dust cloth, spray, erase boards, wash tables and desks, long handles duster for cobwebs and dust bunnies	
HL 1:4	Clears couches, chairs, tables, of trash and/or magazines	HF 2.0	OT/PT consult, Boardmaker, Writing with Symbols, Picture It, LCCE	Sorting, putting chairs up or down,	
HL 1:5	Returns items to proper storage area	HF 2.0	OT/PT consult, Boardmaker, Writing with Symbols, Picture It, LCCE	Picture/word labels, sorting, Picture/word sequencing list	
HL 1:6	Cleans windows and mirrors	HF 2.0	OT/PT consult, Boardmaker, Writing with Symbols, Picture It, LCCE	Window wax, spray bottles, windex wipes, crumpled newspaper, squeegee	
HL 1:7	Cleans bedroom	HF 2.0	OT/PT consult, Boardmaker, Writing with Symbols, Picture It, LCCE	Sorting, pairing, picture/word lists, labels, color coding, bins, shelves, hangers and	

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DOMAIN: Home Living Skills					
Code	Competency	Related EALR	Resources	Activities	Comments
				low rod	
HL 1:8	Cleans bathroom	HF 2.0	OT/PT consult, Boardmaker, Writing with Symbols, Picture It, LCCE	Picture/word list, toss away cleaners, spray cleaners, soap crayons, shaving cream on porcelain and tile, Mr. Clean bleach blocks, sponge	
HL 1:9	Hangs clean towels/washcloths	HF 2.0	OT/PT consult, Boardmaker, Writing with Symbols, Picture It, LCCE	Children's towels, low bar, hooks, color coded, labels, folding, sequencing list	
HL 1:10	Replaces bathroom supplies when needed	HF 2.0	OT/PT consult, Boardmaker, Writing with Symbols, Picture It, LCCE	Labels, pictures of full & empty, picture list of supplies, supplies, opening and closing containers, unwrapping, sorting	
HL 1:11	Replaces cleaning supplies when needed	HF 2.0	OT/PT consult, Boardmaker, Writing with Symbols, Picture It, LCCE	Labels, pictures of full & empty, picture list of supplies, supplies, opening and closing containers, unwrapping, sorting, put gloves on	
HL 2:0 Home Maintenance					
HL 2:1	Adjusts room temperature	HF 2.0	OT/PT consult, Boardmaker, Writing with Symbols, Picture It, LCCE	Fix temp at 1 no. on thermostat, opens/closes windows, closes shades, operates fans, adjusts	

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Code	Competency	Related EALR	Resources	Activities	Comments
				clothing	
HL 2:2	Cares for indoor plants	S 1.0	OT/PT consult, Boardmaker, Writing with Symbols, Picture It, LCCE, Wisconsin Fast Plants	Picture, word water schedule, pre-measured container. Picture of healthy vs. unhealthy plant, wear gloves, pre-measured fertilizer, deadhead flowers and leaves	
HL 2:3	Maintains emergency alarms	HF 3.0	OT/PT consult, Boardmaker, Writing with Symbols, Picture It, LCCE	Replacement picture/word schedule, ask for asst., step ladder, battery practice, battery supply	
HL 2:4	Uses common household tools (e.g. hammer, screwdriver)	HF 1.0	OT/PT consult, Boardmaker, Writing with Symbols, Picture It, LCCE,	Re-wire lamp, battery-operated items, toy tools, pound roofing nails into logs, sort and screw nuts and bolts, saw yardstick into picture frame.	
HL 2:5	Performs simple home maintenance tasks	HF 3.0	Home Depot, LCCE, home improvement books, Internet	Use putty knife for scraping, paint with water/paint, Mr. Clean Bleach Block, oil hinges, patch holes,	
HL 2:6	Identifies need for repairman	HF 2.0	Home Depot, LCCE, home improvement books, Internet	Knows when they need assistance, knows how to phone, describes problem and makes appt. knows hazard warnings, knows billing procedures	

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PreK-12 LIFE SKILLS CURRICULUM GUIDE

DOMAIN: Home Living Skills

Code	Competency	Related EALR	Resources	Activities	Comments
HL 2:7	Demonstrates safe use/maintenance of a variety of lawn/garden tools	HF 2.0	Home Depot, LCCE, home improvement books, Internet, Wisconsin Fast Plants	Uses gloves, goggles, appropriate clothing, headwear, keeps sharp sides safe, puts away when finished, labels, cleans tools, oils, gets sharpened	
HL 2:8	Performs yard maintenance	HF 2.0	Home Depot, LCCE, home improvement books, Internet, Wisconsin Fast Plants	Rakes, sweeps, knows difference between weeds and plants, removes weed with roots, digs, pushes wheelbarrow	
HL 2:9	Puts out trash containers for collection	HF 2.0	Boardmaker	Calendar schedule, puts on gloves, latches lids, moves containers	
2.10	Sweeps porch, driveway, sidewalk, patio	HF 2.0	LCCE	Push broom, gloves, hose and nozzle use, sequential patterns, sprinkle lawn clippings to train for sweeping	
HL 2:11	Recycles	HF 2.0	LCCE, Boardmaker, local waste management provider	Sorting, real pictures, labels accessible bins, taking to collection site	
HL 3:0 Meal Planning Skills					
HL 3:1	Identifies/plans well-balanced meals	HF 1.0	Washington State Dairy Council, LCCE, adapted/picture recipe books, Internet, US Department of Agriculture, "Language!"	Collages, pictures, sorting, groceries on-line & stores, restaurants, plan a dinner party	

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Code	Competency	Related EALR	Resources	Activities	Comments
HL 3:2	Estimates cost of planned meals	M 5.0	On-line grocery stores, newspaper ads, dollar up strategy, shopping games (PCI, Attainment, Dollars and Cents), LCCE	Plan week's meals, make grocery lists, calculator use	
HL 3:3	Plans a meal utilizing available foods	M 5.0	Internet, cookbooks	Inventory, timing, classification/sorting, organization	
HL 3:4	Plans an appropriate amount of food for number of people eating	M 5.0	Recipes, Internet	Calculator, measuring rice, beans, etc., fractions, approximations	
HL 3:5	Plans simple snacks or desserts	HF 1.0	Recipes, cookbooks, Internet	Food pyramid, read ingredients, sorting	
HL 4:0 Buying and Preparing Food					
HL 4:1	Makes a shopping list before going grocery shopping	W 2.0	Shopping list generator, groceries on-line, newspaper ads, pre-published brochures, Boardmaker, Writing with Symbols	Computer, sorting, pictures/word cards for list, pre-made grocery lists, ongoing list near pantry, inventory	

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Code	Competency	Related EALR	Resources	Activities	Comments
HL 4:2	Identifies places to buy food other than a grocery store	SSC 4.0	Internet, phone book, newspaper	Computer, scavenger hunt, nature/survival skills	
HL 4:3	Uses a shopping cart	HF 1.0	Task analysis, LCCE	Accessibility, steering navigating around objects/corners, stopping	
HL 4:4	Locates various items within departments	SSC 4.0	Maps, store staff, information area	Categorizing, number/letter sense, sequencing	
HL 4:5	Requests assistance from store employee as needed	C 1.0	Task analysis, information center, map	Self-advocacy, etiquette skills, knowing how to ask question, accepting and using answer, ID-ing store staff	
HL 4:6	Selects items on shopping list	R 3.0	Task analysis, information center, map	Match labels, classify, divergent thinking, checklist	
HL 4:7	Buys appropriate quantities of perishable food for needs	HF 1.0	Task analysis, information center, map, recipes	Sorting/classifying, lists, number sense, quantity sense	
HL 4:8	Waits/uses check out lines	SSC 4.0	Task analysis, information center, map	Stand in line, personal space, read signs, waiting games, preplanning, organizing food items, placing on belt, money skills, card use	
HL 4:9	Identifies/uses common cooking ingredients	HF 1.0	Recipes, Washington State Dairy Council, US	Sensory awareness of foods, Safe use of foods, safe	

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Code	Competency	Related EALR	Resources	Activities	Comments
			Department of Agriculture	storage	
HL 4:10	Demonstrates proper food handling skills	HF 2.0	Food Worker Permit, recipes, Washington State Dairy Council, US Department of Agriculture	Washes hands and surfaces, maintains appropriate temps, appropriate use of hands, gloves, safe use of kitchen utensils, container use	
HL 4:11	Demonstrates skill in common food preparation tasks	HF 2.0	Task analysis	Peel produce, washing produce, cutting, mashing, stirring, pouring, scraping, flipping, heat safety	
HL 4:12	Demonstrates proper use of measurement tools (cups, spoons)	HF 2.0	Task analysis, Attainment, PCI, Kitchen Math, Boardmaker	Sensory table with measuring tools and rice etc. pouring, scooping, scales, matching, fraction reading, memory game, less and more	
HL 4:13	Understands common cooking terms	HF 2.0	Task analysis, Attainment, PCI, Kitchen Math, Boardmaker	Demonstration, pictures, matching, sorting, practice	
HL 4:14	Prepares meals	HF 2.0	Task analysis, Attainment, PCI, Kitchen Math, Boardmaker, instant meals	Backward chaining, mixes, picture recipes, pre-prepped ingredients	
HL 4:15	Stores food safely	HF 2.0	Food Worker Permit	Container use, refrigerator and freezer use, safety	

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Code	Competency	Related EALR	Resources	Activities	Comments
HL 5:0 Kitchen Skills					
HL 5:1	Demonstrates proper use of common cooking utensils	HF 1.0	Food Worker Permit, OT/PT consult, Adapted utensils	Demonstration, practice, simulated activities,	
HL 5:2	Demonstrates proper use of kitchen appliances	HF 1.0	Food Worker Permit, Instruction guides	Demonstration, practice, simulated activities	
HL 5:3	Demonstrates safety rules associated with using appliances	HF 2.0	Food Worker Permit, Instruction guides,	Demonstration, practice, simulated activities	
HL 5:4	Identifies spoiled versus non-spoiled food	HF 2.0	Food Workers Permit	Sensory experiences, labels, dating	
HL 5:5	Identifies dirty dishes	HF 2.0	Food Workers Permit, dishwasher instruction manual	Sensory experiences	
HL 5:6	Washes dishes	HF 2.0	Food Workers Permit, dishwasher instruction manual, task analysis	Sensory experiences, various washing items, gloves	
HL 5:7	Puts clean dishes away	HF 2.0	Food Workers Permit	Labels, pictures, accessibility, sorting, matching, consistency	
HL 5:8	Identifies cleaning supplies/equipment and uses	HF 2.0	LCCE, custodial staff, Food Workers Permit	Labels, pictures, Mr. Yuk stickers, gloves, sorting, storage	
HL 5:9	Maintains a clean kitchen	HF 2.0	LCCE, Food Workers Permit	Labels, sorting, storage, accessibility, cleaning	

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Code	Competency	Related EALR	Resources	Activities	Comments
				procedure, picture/word list	
HL 6:0 Table Setting/Clearing					
HL 6:1	Selects items to set a table	HF 2.0	Etiquette books, Boardmaker, party pplanning books	Make placemats with proper placement of dishes, lists, number sense, ID items	
HL 6:2	Selects number of settings for persons eating	M 5.0	Etiquette books, Boardmaker, party planning books	Make placemats with proper placement of dishes, lists, number sense, ID items	
HL 6:3	Sets table using utensils, dishes, and napkins	HF 1.0	Etiquette books, Boardmaker, party planning books	Make placemats with proper placement of dishes, lists, number sense, ID items	
HL 6:4	Clears table after eating	HF 1.0	Task analysis	Sorting, stacking and carrying, gloves, putting items in right places	
HL 6:5	Scrapes/rinses/stacks dishes after a meal	HF 1.0	Task analysis, dishwasher instruction manual, OT/PT consult	Practice with dish brush, sorts, adapt environment	
HL 6:6	Loads and operates a dishwasher	HF 2.0	Task analysis, dishwasher instruction manual, OT/PT consult	Practice, picture word list, button use, labels	
HL 7:0 Laundry Skills					
HL 7:1	Identifies items that need to be washed	HF 2.0	LCCE, OT consult	Sensory activities	

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DOMAIN: Home Living Skills

Code	Competency	Related EALR	Resources	Activities	Comments
HL 7:2	Sorts clothing	HF 1.0	LCCE, OT consult	Sensory, sorting, matching to labeled bins	
HL 7:3	Follows garment care recommendations	R 3.0	LCCE, Internet, washer/dryer manual	Matching, sorting, symbol ID, sort according to symbol	
HL 7:4	Uses washer/dryer	HF 1.0	Washer/dryer manual	Written and pictured step-by-step instructions, practice	
HL 7:5	Washes clothes by hand	HF 1.0	OT consult, task analysis	Read labels before purchase, use accommodations like hand wash cycle, mesh bags, dish pan	
HL 7:6	Uses laundry products	HF 2.0	LCCE, safety & science regarding chemicals	Measuring, read pictures and symbols, Mr. Yuk stickers	
HL 7:7	Uses coin-operated washer/dryer	HF 1.0	Attendant, signs and posters OT consult	Match coins, coins in slots, fine motor	
HL 7:8	Folds clothes	HF 1.0	OT consult, folding board	Match socks, fold washcloths, napkins	
HL 8:0 Clothing Maintenance					
HL 8:1	Stores dirty clothing/linen in laundry container	HF 1.0	OT consult	Matching, labels on bins	

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Code	Competency	Related EALR	Resources	Activities	Comments
HL 8:2	Irons clothes	HF 1.0	LCCE, iron & safety manuals	Remove clothing from dryer early, hang clothes to dry, use spray bottle and refresh cycles, steamer, use self-timing iron, ironing board, practice ironing flat linens	
HL 8:3	Puts clothing away	HF 1.0	LCCE, OT consult	Label with word and pictures, sorting, matching, practice with different kinds of hangers	
HL 8:4	Performs minor mending tasks	HF 1,0	OT consult	Canvas needlepoint, make sock puppets, holding scissors correctly, magnifying glass	Use large plastic needles and yarn, needle threader, thimble,
HL 8:5	Disposes or recycles clothing when needed	HF 2.0	OT consult	Inspection of clothes, understand fit, appearance, sorting	
HL 9:0 Home Safety/Emergencies					
HL 9:1	Recognizes household dangers	HF 2.0	LCCE, Mr. Yuk, Internet, poison control, household science curriculum	Rewire plug, recognize labels, smoke and fire alarms, use appliances correctly, flip breakers, knowing when & who to call, practice scenarios	
HL 9:2	Identifies common household poisons	HF 2.0	LCCE, Mr. YUK, Internet, Poison Control information, household science curriculum	Labels, sorting, limit possibilities	

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Code	Competency	Related EALR	Resources	Activities	Comments
HL 9:3	Recognizes sounds made by smoke detectors in the residence	HF 2.0	Fire department, Internet	Listening activities, practice scenarios	
HL 9:4	Demonstrates ability to handle household emergencies	HF 2.0	Fire department, Internet	Practice scenarios, safety check list, knowing when and who to call	
HL 9:5	Plans/follows an emergency route	HF 2.0	Fire department, Internet	Practice scenarios, safety check list, knowing when and who to call	
HL 9:6	Demonstrates fire safety	HF 2.0	Fire department, Internet, fire extinguishers, “Stop, Drop, and Roll”, Red Cross	Practice scenarios, make plan, sensory activities	
HL 9:7	Plans how to handle adverse weather/nature related events	HF 2.0	Fire department, Internet, Police, Red Cross	Practice scenarios, plan	
HL 9:8	Indicates location of emergency information	HF 2.0	LCCE, baby sitting training, First Aid/ CPR, Fire Station	Practice scenarios, picture/ word lists	
HL 9:9	Demonstrates ability to use 911	HF 3.0	Police and fire stations, phone book	Practice scenarios, pre-recorded message, adapted phone, security system	
HL 10:0 Telephone Skills					
HL 10:1	Recites own phone number	HF 3.0	SLP consult, augmentative communication	Written models, pre-printed card, pre-recorded message, walkie-talkies	
HL 10:2	Carries/locates written telephone numbers	R 3.0	Department of Motor Vehicles ID card, emergency	Carry wallet/purse, produce card/bracelet ID on request	

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Code	Competency	Related EALR	Resources	Activities	Comments
			card, ID bracelets		
HL 10:3	Uses phone book/directory assistance	R 3.0	Phone book blue pages, 411, Internet	Alphabetizing, phone use	
HL 10:4	Demonstrates ability to make personal/business phone calls	C 2.0	SLP, augmentative communication, adapted phones	Practice scenarios, pre-recorded messages, button use, sequencing	
HL 10:5	Displays appropriate telephone etiquette	C 2.0	Internet, LCCE, SLP	Practice scenarios, cell phone use	
HL 10:6	Takes/relays phone messages	C 2.0	LCCE, SLP, OT, message forms, tape recorder, computer/typewriter	Practice scenarios, electronics use, use abbreviations, checklists	
HL 10:7	Recognizes/uses caller ID	C 3.0	Caller ID, cell phones with various ring tones	Practice, matching, pre-made list of callers (with pics)	
HL 10:8	Recognizes/demonstrates ability to use automated telephone services	C 2.0	Interne	Practice, dial 0 and ask operator	
HL 10:9	Demonstrates ability to use voice mail	C 2.0	SLP	Sequenced list, hearing beep then talk, practice	
HL 10:10	Demonstrates ability to use toll free numbers	C 2.0		Sequencing, speed, button access, practice	
HL 10:11	Recognizes that there is a charge when 1-900 numbers are called	M 4.0	Block numbers	Know 1-900 = \$\$\$\$\$	

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Code	Competency	Related EALR	Resources	Activities	Comments
HL 10:12	Demonstrates ability to make/accept a collect call	C 2.0	Caller ID, SLP	Know who is calling, ask questions, refusal	
HL 10:13	Demonstrates ability to handle telephone solicitors	C 2.0	Caller ID, SLP	Knows how to say no and hang up without listening, safety awareness	
HL 10:14	Demonstrates ability to handle prank phone calls	C 3.0	Caller ID, SLP	Say “No” and hang-up without listening, know who to tell, safety awareness	
HL 10:15	Demonstrates ability to use pay phones/cell phones	C 2.0	OT, SLP, instructions and labels	Practice, put coins in slot, picture/word list	
HL 11:0 Home Leisure					
HL 11:1	Reads/looks at materials of interest	R 3.0	Library, Internet, book stores, magazine/book aisle, recorded books, step switch, computer, videos	Library visits, making choices, book care, adapted books for accessibility, LeapFrog	
HL 11:2	Participates in hobby or craft project	A 1.0	Internet, craft stores, clubs, OT, LCCE	Fine motor activities, sequencing, following directions, picture/word instructions, pre-made model and demonstration, making choices	
HL 11:3	Operates/listens to radio	A 2.0	Instruction manual, OT	Knows on/off, volume, finds radio stations, “seek & scan”, FM & AM, practice, fine motor	

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Code	Competency	Related EALR	Resources	Activities	Comments
HL 11:4	Operates/listens to CD's, MP3s and headphones	A 2.0	Manuals, computer, OT	CD use and care, matching, fine motor, sensory, computer use, appropriate choices, internet safety	
HL 11:5	Operates/watches TV	A 2.0	Manuals, OT, adaptive TV and remote, environmental controls, parental control	Appropriate choices, switch use, fine motor, practice, pre-set for success	
HL 11:6	Operates/listens to VCR/DVD	A 2.0	Manuals, OT, adaptive TV and remote, environmental controls, parental control	Appropriate choices, switch use, fine motor, practice, pre-set for success	
HL 11:7	Uses a computer	R 1.0	OT, assistive tech, accessibility and adaptations, programs, computer tech., Intellikeys	Programs, switches, "Co-Writer", Solo, Inspiration, draft builder, Dragon Speak, WYNN, Cause and Effect, Intellitools, Encarta, Internet	
HL 11:8	Plays board/card games	M 4.0	Game stores, written instructions, All-turn-it, step switch, randomizer switch	"Old Maid", "Uno", Fish, Face Cards, Chutes and Ladders, Trouble, Yahtzee, Memory, solitaire, etc.	
HL 11:9	Plays electronic games	HF 2.0	Eggspert, Jeopardy, Internet, shuffler	Game programs, solitaire, hand-helds, joy-sticks, TV/DVD/CD-Rom, xBox, DDR	
HL 11:10	Organizes social gatherings	SSC 4.0	Party planner & etiquette books, , telephone use, e-mail, computer	Telephone use, e-mail, computer, tea party, dinner party, video popcorn party, birthday party, school dances, after-school	

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Code	Competency	Related EALR	Resources	Activities	Comments
				activities, field trips	
HL11:11	Writes and sends email and text messages	R1.0	Computer, Writing with Symbols & Inter-Comm, PDAs, cellphones, Co-Writer, Write out Loud, Pixwriter	Daily journals, adaptive computer programs, text abbreviations, photo exchange, voice messages	
HL 11:12	Safeguards personal information	SM	Internet safety, stranger training, police	Practice scenarios, incorporate into other lessons	
HL 12:0 Selecting and Managing a Household					
HL 12:1	Identifies the pros/cons of residential living options	SSC 4.0	LCCE, DDD, SSI, Section 8 Housing, professional consultation	Pros & cons chart, responsibility lists	
HL 12:2	Identifies support that may be needed within various living options	HF 3.0	LCCE, DDD, SSI, Section 8 Housing, professional consultation	Use of K-12 Life Skills Curriculum to assess level of support needed, have guidelines provided for independence, use color-coded lists for guidance	
HL 12:3	Identifies/accesses assistance/services	HF 3.0	LCCE, DDD, SSI, Section 8 Housing, professional consultation	Practice consulting with service providers, select a caregiver for help	
HL 12:4	Knows how to set up a household	HF 3.0	LCCE, professional consultation, family and friends	Inventory household items, shop on-line, with periodicals, thrift stores and catalogs, list utilities needed,	

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DOMAIN: Home Living Skills					
Code	Competency	Related EALR	Resources	Activities	Comments
				schedule necessary events	

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DOMAIN: COMMUNITY ACCESS SKILLS					
Code	Skills Competency	Related EALR	Resources	Activities	Comments
CA 1:0 Community Mobility Skills					
CA 1:1	Understands how to tolerate different situations in the community (i.e tolerates change in routine, functions appropriately in a variety of settings and situations)	SSC 4.0	Transportation, behavior facilitator, <i>Boardmaker</i> , schedules	Behavior/Bus story, rainy day recess, limited variety in school environment, <i>Social Stories</i> , Fire Drill	<i>Boardmaker</i> access, picture symbols, computer programs
CA 1:2	Negotiates a variety of environments	HF 1.0	School building and grounds, PT/OT, Orientation & Mobility Specialist	Indoor/outdoor activities, wtairs, ramp, elevator,grass, pavement, unsafe surface	Walkers, Wheelchair, Crutches, Wagons
CA 1:3	Demonstrates self protection strategies in the community (i.e. knowledge of safe areas to be in, how to carry money safely, stranger safety)	HF 3.0	Stranger danger, Talking about Touching, Second Step, local police and fire	<i>Social Stories</i> Created by Teacher Learn Name, Address, Place	<i>Boardmaker</i>
CA 1:4	Avoids obstacles or hazards (i.e. construction, slippery areas)	HF 1.0	PT/OT Mobility Specialist Camera	Community Information and Safety Signs Indoor Survival Signs – PCI EDUCATION Outdoor Survival Signs – PCI EDUCATION	Puzzles Floor Play

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DOMAIN: COMMUNITY ACCESS SKILLS

Code	Skills Competency	Related EALR	Resources	Activities	Comments
				Computer Games, Bingo	
CA 1:5	Demonstrates courteous, appropriate behavior when traveling in the community	SSC 4.0	Mobility, PT/OT, School-wide Cooperative Plan	Photo of real life signs in environment, practice – walk to right in hall and hold door, classroom jobs, individual student responsibility, “training” activities	Training Reading Stop Points
CA 1:6	Demonstrates common traffic/safety rules	HF 3.0	<i>Edmark</i> Functional Signs Program, <i>Boardmaker</i> , Attainment Software, PCI EDUCATION, Survival Signs, game and software	Community walks - fire atation, police station, survival signs, games, bingo and worksheets, flashcards, mini signs, block and car play signs	
CA 1:7	Responds appropriately when lost	HF 3.0	VOCA/AAC machines, ID bracelet or necklace, SLP	Teach 1 st /2 nd names, name cards (pull out ID), teach phone/address	
CA 1:8	Identifies destinations for specific events/needs	SSG 1.0	PECs for places, bus/metro Information, recreation information	Practice going to different areas, ride bus, go to community places	
CA 1:9	Uses appropriate communication skills to ask for directions or assistance	C 1.0	SLP, PECs, voice output	Practice asking others, scavenger hunt in building	
CA 1:10	Locates entrances/exits to buildings	SSC 4.0	Signs (<i>Edmark</i>)	Find exit/entrance in building, match word activities – using different fonts	
CA 1:11	Uses appropriate restroom	SSC 4.0	Signs (<i>Edmark</i>)	Practice around school, matching signs to signs, dress	

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				as sign people	
CA 1:12	Locates emergency exits	SSC 4.0	Signs, school/building maps	Scavenger hunt in buildings, match signs	
CA 1:13	Identifies/locates waste containers	SSC 4.0	Recycle Bins	Sorting – garbage, cans, paper	
CA 1:14	Identifies/locates water fountains	SSC 4.0	School Map Building	Scavenger hunt, practice appropriate use	
CA 1:15	Identifies/locate wheelchair accessible facilities	SSC 4.0	Computer, vehicle, telephone, Metro Access	Understand/match sign, search/call to check on facility, find wheelchair sign, check federal guidelines for accessible buildings	
CA 1:16	Uses an elevator/uses an escalator	SSC 4.0	Elevator/Escalator signs	Scavenger hunt for safety guidelines regarding ramps, stairs	
CA 1:17	Travels to selected destinations using public/private transportation	SSC 4.0	PT, Metro/public transportation	Practice using Metro/taxi/shuttles, teach boundaries/seatbelts, money skills – walking	
CA 1:18	Uses a map to get to desired locations	SSG 1.0		Rug with community units with cars/buildings/signs, maze worksheets, follow map to treasure	

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CA 2:0 Community Leisure and Recreation Skills					
CA 2:1	Identifies community leisure/recreation opportunities/resources (i.e. individual and group activities)	HF 1.0	Parks and Recreation community flyer, local community centers, Little Bit Riding Academy, Special Olympics, Little Gym, exercise videos, Scouting groups. Campfire, 4-H Groups	What do you do in a setting: park, malls, community center, community pool/beach, arcade, pet store, movie theater, Children’s Museum, outdoor trails, horseback riding, gymnastics, animal care, knitting/crocheting, bowling alley, exercise videos	
CA 2:2	Plans and participates in a variety of community/leisure activities (i.e. cost, time, physical requirements)	HF 1.0	Price lists, bus schedules, transportation arrangements, activities schedule	Plan/sort/carry/match, money skills, pack bag with appropriate items, prepare snack/lunch	
CA 2:3	Communicates information regarding desired community leisure activities	C 3.0	PECs or VOCA to select desired activity out of menus	Making a plan for weekend activities, making choices	
CA 2:4	Demonstrates the proper care of sports/recreation equipment	HF 2.0	PT, PE teacher, Special Olympics coaches and facilitators	Learning to pump up a ball, putting away items, proper use of equipment	
CA 2:5	Develop a weekly schedule of leisure/recreation opportunities/activities	HF 1.0	Teachers, parents, <i>Boardmaker</i> , calendar, coaches, center coordinators	Match PECs to days of activities on calendars, match clock to clock for time to go, teaching days of week,	

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				teaching activities available	
CA 2:6	Select and participate in group travel opportunities/activities	HF 1.0	Special Olympics team sports, field trips	Teach students which sports are team sports, calendar, taking turns, appropriate behavior while being transported	

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VS 1:0 Career Awareness Skills					
VS 1:1	Identifies rewards of working (i.e., personal values, wages, personal and social relationships)	C 4.0	HS Career Centers, Internet, <i>LCCE, Brigance</i> Employability Skills assessment, Community Workforce Office, DVR, Vocational Training Centers, Janus Job Planner, The Job’s Yours	During the school day incorporate rewards at the end of work sessions. Nominal allowance at the end of work session. Saying “work first then play.” Identify work tasks integral to daily schedule. Base rewards on quality and completion of work tasks. School and Community based work internships. Visits to a variety of businesses.	
VS 1:2	Relates career goals to personal goals	C 4.0	HS Career Centers, Internet, <i>LCCE, Brigance</i> Employability Skills assessment, Community Workforce Office, DVR, Vocational Training Centers , Janus Job Planner, The Job’s Yours	Provide a variety of hands-on job-related tasks in the classroom such as cleaning, tool use, and arts and crafts	
VS 1:3	Identifies economic reasons for working at a job.	C 4.0	HS Career Centers, Internet, <i>LCCE, Brigance</i> Employability Skills assessment, Community Workforce Office, DVR,	Budget planning activities, personal tangible rewards. Use real money in the real world	

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			Vocational Training Centers , Janus Job Planner, The Job’s Yours		
VS 1:4	Identifies positive/negative aspects of different kinds of wages	C 4.0	HS Career Centers, Internet, <i>LCCE, Brigance</i> Employability Skills assessment, Community Workforce Office, DVR, Vocational Training Centers, Janus Job Planner, The Job’s Yours	Use lessons that demonstrate the different rates of pay such as piece work, hourly, etc.	
VS 1:5	Demonstrates knowledge of sources of occupational information	R 3.0	HS Career Centers, Internet, <i>LCCE, Brigance</i> Employability Skills assessment, Community Workforce Office, DVR, Vocational Training Centers, Janus Job Planner, The Job’s Yours	Work Source, Internet searches for specific occupations, Career Centers	
VS 1:6	Demonstrates awareness of occupational categories	W 4.0	HS Career Centers, Internet, <i>LCCE, Brigance</i> Employability Skills assessment, Community Workforce Office, DVR, Vocational Training Centers, Janus Job Planner, The Job’s Yours	Visit Voc-tech schools, look at school catalogs, and demonstrate a personal “Career Ladder for Success”	

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VS 1:7	Identify and match personal strengths and weaknesses to a variety of occupational choices	C 4.0	HS Career Centers, Internet, <i>LCCE, Brigance</i> Employability Skills assessment, Community Workforce Office, DVR, Vocational Training Centers, Janus Job Planner, The Job’s Yours	Develop personal strength and weakness list and compare to occupation skill list	
VS 1:8	Identify and match occupational aptitudes with a variety of occupational choices	C 4.0	HS Career Centers, Internet, <i>LCCE, Brigance</i> Employability Skills assessment, Community Workforce Office, DVR, Vocational Training Centers, Janus Job Planner, The Job’s Yours, Attainment Curriculum	Develop personal like and dislike list of activities	
VS 1:9	Selects/plans occupational choices	C 4.0	HS Career Centers, Internet, <i>LCCE, Brigance</i> Employability Skills assessment, Community Workforce Office, DVR, Vocational Training Centers, Attainment Curriculum	Create a personal “Career Ladder” to success	

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VS 1:10	Demonstrates knowledge of available local occupational/training opportunities (ability to locate and access)	W 4.0	HS Career Centers, Internet, <i>LCCE, Brigance</i> Employability Skills assessment, Community Workforce Office, DVR, Vocational Training Centers, Attainment Curriculum	Internet searches, Vocational schools, meet with disabled student's coordinator	
VS 1:11	Identifies potential employment variations within a specific occupation.	C 4.0	HS Career Centers, Internet, <i>LCCE, Brigance</i> Employability Skills assessment, Community Workforce Office, DVR, Vocational Training Centers, Attainment Curriculum	Use "Career Ladder" to demonstrate the different variations	
VS 2:0 Job Seeking Skills					
VS 2:1	Demonstrates an understanding of the job search process	C 2.0	HS Career Centers, Internet, <i>LCCE, Brigance</i> Employability Skills assessment, Community Workforce Office, DVR, Vocational Training Centers, Attainment Curriculum	Knowledge of adult service agencies. Creates a personal career portfolio	
VS 2:2	Utilizes sources of employment information	R 3.0	DVR, employment vendors, Work Source, Transition programs, newspaper want-ads, business web sites	Creates a personal career portfolio	

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VS 2:3	Gathers specific information about jobs of interest	R 3.0	DVR, employment vendors, Work Source, Transition programs, newspaper want-ads, business web sites	Creates a personal career portfolio	
VS 2:4	Prepares a resume	W 3.0	DVR, Work Source, Microsoft Office	Put a resume together using a template as in Microsoft Office software. Prepare a visual resume using photos or video.	
VS 2:5	Completes the job application process	W 3.0	DVR, employment vendors, Work Source, transition programs, newspaper want-ads, business web sites	Practice with several different applications, prepare a wallet card with essential personal information. Use on-line application procedures when possible. Save personal employment information and resume on CD or floppy.	
VS 2:6	Demonstrates understanding of the job interview process	C 2.0	DVR, employment vendors, Work Source, transition programs, newspaper want-ads, business web sites	Verbally “selling” skills to prospective “employers.” Role-play job interviews with familiar and non-familiar interviewers. Actual job interviews. Integrate opportunities for public speaking into lessons.	
VS 2:7	Demonstrates ability to respond to job offers	C 2.0	DVR, employment vendors, Work Source, transition programs, newspaper want-ads, business web sites	Role play, rehearse standard questions about job specifics	

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VS 3:0 Work Skills					
VS 3:1	Performs manual dexterity tasks	HF 1.0	LCCE, Attainment Curriculum, community and school opportunities	Use opportunities to perform a variety of tasks - sweeping, recycling, cleaning, cooking, arts and crafts, prevocational tasks, errands	
VS 3:2	Performs size and shape discrimination tasks	A 1.0	LCCE, Attainment Curriculum, community and school opportunities, Math curriculums	Arts and crafts, math curriculums, job experiences, compare and contrast activities, sorting activities (i.e. tools, coins, cooking utensils, food)	
VS 3:3	Performs color discrimination tasks	A 1.0	LCCE, Attainment Curriculum, community and school opportunities	Sorting activities (i.e; socks, silverware, dishes, paper)	
VS 3:4	Performs auditory discrimination tasks	A 1.0	LCCE, Attainment Curriculum, community and school opportunities, phonics curriculum	Singing, musical instruments, phonics, safety alarms	
VS 3:5	Demonstrates stamina and endurance	HF 1.0	PE curriculum, Special Olympics, Community Centers, School sports,	Physical games, walking, community trips, extended hours in internships, personal fitness goals	
VS 3:6	Demonstrates balance and coordination for task	HF 1.0	PE curriculum, Special Olympics, Community Centers, School sports	Obstacle courses, follow the leader, hiking,	

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VS 3:7	Demonstrates appropriate speed and accuracy for task for task	HF 1.0	PE curriculum, Special Olympics, community centers, school sports	Arts and crafts, doing available tasks repeatedly	
VS 3:8	Demonstrates ability to work for a specified duration	HF 1.0	Classroom tasks, school-based jobs, community employment and/or internships	Gradually increase time-on task while maintaining quality	
VS 3:9	Completes non-tool tasks	HF 2.0	Same as above	Same as above	
VS 3:10	Completes task requiring use of tools	HF 2.0	Classroom tasks, school-based jobs, community employment and/or internships	HS voc classes, post-secondary classes, arts and crafts, on-the job training	
VS 3:11	Uses non-power tools	HF 2.0	Classroom tasks, school-based jobs, community employment and/or internships	HS voc classes, post secondary classes, arts and crafts, on-the job training	
VS 3:12	Uses power tools	HF 2.0	Classroom tasks, school-based jobs, community employment and/or internships	HS voc classes, post-secondary classes, arts and crafts	
VS 3:13	Identifying potential problems encountered in occupational training and job placements	C 4.0	LCCE, teachers and support staff, peers, community agencies	Make pros and cons list, brainstorming, what would happen if....	
VS 3:14	Identify potential solutions to problems	C 4.0	LCCE, teachers and support staff, peers, community agencies	Make pros and cons list, brainstorming, what would happen if...	

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VS 4:0 Work Behaviors					
VS 4:1	Demonstrates appropriate attendance and punctuality	HF 4.0	<i>LCCE</i>	Use a schedule or checklist, alarms, cell phone and electronic alarms, specialty alarms	
VS 4:2	Wears appropriate attire for the worksite	HF 2.0	<i>LCCE</i> , health curriculums, TV and Internet weather forecasts	Collages of acceptable clothing. Placement in actual worksites. Photographs modeling appropriate clothing	
VS 4:3	Reports to proper work station	C 1.0	School and community-based assignments	School and community based assignments	
VS 4:4	Follows directions	C 1.0	Any written curriculum, Board Maker, clipart	Games, arts and crafts, written/pictorial checklists, academics, voc lessons, on the job	
VS 4:5	Performs a job at a satisfactory rate.	HF 1.0	<i>LCCE</i> , task analysis, Internet search	All/any of the above used with a timeframe	
VS 4:6	Seeks assistance when needed	C 1.0	<i>Social Stories</i> , Social Skills curriculums	Role-play different scenarios, practice with telephone and e-mail	
VS 4:7	Reports accidents or problems	HF 2.0	See above	See above	
VS 4:8	Stays on task for specified amount of time	HF 1.0	Any activity or assignment for student	Use tangible rewards for increasing time on task	

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VS 4:9	Follows general rules and regulations	SSC 4.0	Rule list from various environments: school, classroom, work	Role-play	
VS 4:10	Limits work site disruptions	C 3.0	Behavior plans, work rules, social skills curriculum	Checklists, “work first then...”, verbal reviews	
VS 4:11	Identifies on the Job success	C 4.0	<i>LCCE</i> , evaluations and checklists	Create personal evaluation, review supervisor evaluation, peer evaluations	
VS 4:12	Knows how to adjust to changes in employment	C 4.0	Calendar, written/pictorial schedule, employment	Calendar review, school schedule changes, activity transitions, staff changes	
VS 4:13	Identifies factors that lead to promotion at place of employment.	C 4.0	Career ladders, Career Curriculums, <i>LCCE</i> , job descriptions	Role play, quality work, social skills	
VS 4:14	Identifies job difficulties	C 4.0	Job coach, supervisor, <i>Social Stories</i> , social skills curriculum	Role play, social skills	
VS 4:15	Identifies factors that lead to termination of employment	C 4.0	Team sports, <i>Social Stories</i> , Social Skills curriculum	See above	
VS 4:16	Work cooperatively with others	C 3.0	See above	Team activities, group projects, volunteer work	
VS 4:17	Responds appropriately to supervision and coworkers	C 3.0	<i>LCCE</i> , Social Curriculum, <i>Social Stories</i> , Attainment videos, work sites	Role playing, internships/jobs, practice at school	

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VS 4:18	Demonstrates quality work	C 3.0		Pays attention to detail, produces to a model or a set standard	
VS 5:0 Time Management Skills					
VS 5:1	Arrives at work on time	C 3.0	Electronic and standard alarms, checklist. Time curriculums. <i>LCCE</i> , Daily Living Skills, Bus schedules	School attendance, class promptness, planning charts, demonstration of on-time arrival at activities	
VS 5:2	Begins working without prompting	C 3.0		Verbal cues, checklist, visual cues, routine schedules, assign tasks	
VS 5:3	Returns from break in a timely manner	HF 2.0		Timers, watch alarms, verbal cues, sound associations, tangible reward, established routine	
VS 5:4	Follows a work schedule	HF 2.0		Follow a routine schedule with written or pictorial checklist	
VS 5:5	Maintains rate of production for specified periods of time	HF 2.0		Timed tasks for certain length of time	
VS 5:6	Completes tasks in allotted amount of time	HF 2.0		Pace work level to small timed sequences	
VS 6:0 Job Safety					
VS 6:1	Follows safety procedures	HF 2.0	Safety rules for each environment	Role play, checklist, photos, chanting, singing, mnemonic	

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11.14.06 This curriculum guide is a collaborative effort of the Bethel, Highline, Issaquah, Northshore, Renton, Shoreline, and Tahoma School Districts and Puget Sound Educational Service District.

PreK-12 LIFE SKILLS CURRICULUM GUIDE

DOMAIN: VOCATIONAL SKILLS					
Code	Skills Competency	Related EALR	Resources	Activities	Comments
VS 6:2	Wears safety apparel when needed	HF 2.0		See above practice wearing the equipment	
VS 6:3	Uses safety equipment when needed	HF 2.0		Role play and practice, checklist for routines	
VS 6:4	Moves safely in work areas	HF 2.0	Physical and occupational therapists	Dancing, exercises, obstacle course	
VS 6:5	Demonstrates proper body mechanics	HF 1.0	See above	Follows model, role play, copying photos	
VS 6:6	Responds to emergencies	HF 2.0	Rules of environmen, health and safety curricula	Role playing, phone use, knowledge of address or using information card, drills	

DOMAIN KEY: FA—Functional Academics, CS—Communication Skills, SS—Social Skills, SM—Self-Management, HL—Home Living Skills, VS—Vocational Skills, CA—Community Access Skills
 EALR KEY: R—Reading, W—Writing, C—Communication, M—Mathematics, S—Science, SSH—Social Studies/History, SSE—Social Studies/Economics, SSC—Social Studies/Civics, A—Arts, HF—Health & Fitness

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Resource Listing

Communication Skills

Title of Product or Materials	Author/Publisher or Manufacturer	Website
• Abilitations supplemental	• Abilitations	• http://www.abilitations.com/
• Affect Based Language Curriculum (Greenspan)	• Stanley I. Greenspan and Diane Lewis	• http://www.specialneeds.com
• First Steps Oral Language Continuum	• STEPS Professional Development and Counseling	• http://www.stepspd.org
• Assessment of Basic Language and Learning Skills (ABLBS)	• James w. Partington and Mark L. Sundberg	• http://www.behavioranalysts.com/
• Scholarly Publishing and Academic Resources Coalition (SPARC)	• SPARC	• http://www.arl.org/sparc/
• Lingisystems	• Linguisystems	• http://www.linguisystems.com/
• SuperDuper	• Super Duper Publications	• http://www.superduperinc.com/
• PCI Education	• PCI Education	• http://www.pcieducation.com/
• Lakeshore	• Lakeshore Learning	• www.lakeshorelearning.com
• Van Dijk Curriculum	• Dr. Jan van Dijk, Croom Helm Publishers	• www.dblink.com
• Speakingofspeech.com	• Speakingofspeech.com	• www.speakingofspeech.com

Communication Skills

Title of Product or Materials	Author/Publisher or Manufacturer	Website
• Special Education Technology Center (Ellensburg)	• Special Education Technology Center	• http://assist-tech.ednet.ns.ca/
• Mayer-Johnson products	• Mayer-Johnson	• www.mayer-johnson.com
• IntelliKeys	• IntelliTools	• http://www.intellitools.com/
• IntelliTools	• IntelliTools	• http://www.intellitools.com/
• Picture Exchange Communication System	• Lori Frost & Andrew Bondy/Pyramid Educational Consultants, Inc.	• http://www.pecs.com/
• Social Stories	• Carol Gray	• http://www.thegraycenter.org/socialstories.cfm
• Thinking with Your Eyes	• Michelle Garcia Winner	• www.socialthinking.com
• Being Part of a Group	• Michelle Garcia Winner	• www.socialthinking.com

Social Skills

Title of Product or Materials	Author/Publisher or Manufacturer	Website
• Social Stories	• Carol Gray	• http://www.thegraycenter.org/socialstories.cfm
• Boardmaker; How Does Your Engine Run? A Leader's Guide to the Alert Program for Self-Regulation	• EnableMart	• http://www.enablemart.com
• Ready-to-Use Social Skills Lesson & Activities for Grades 7-12	• Ruth Weltmann Begun	• www.choiceskills.com
• Navigating the Social World	• Jeanette McAfee	• www.jeaniemcafee.com
• Worksheets! For Teaching Social Thinking and Related Skills	• Michelle Garcia Winner	• www.socialthinking.com
• Circles I: Intimacy & Relationships	• Leslie Walker-Hirsch, M.Ed., Marklyn P. Champagne, RN MSW	• www.stanfield.com
• Division of Vocational Rehabilitation	• Washington State Department of Social and Health Services	• http://www1.dshs.wa.gov/dvr/
• Life Centered Career Education (LCCE)	• Council for Exceptional Children	• http://www.idea_practices.org/pd/lcce/lcce-train.html
• Washington Alternate Assessment System (WAAS) Portfolio	• Office of the Superintendent of Public Instruction (OSPI)	• www.k12.wa.us

Social Skills

Title of Product or Materials	Author/Publisher or Manufacturer	Website
• Life Skills Activities for Secondary Students with Special Needs	• Darlene Mannix	• http://www.thinkingpublications.com
• Planned Parenthood	• Planned Parenthood	• www.plannedparenthood.org
• Teaching Social Thinking and Related Skills	• Michelle Garcia Winner	• www.socialthinking.com
• Social Skills Activities for Special Children	• Darlene Mannix	• www.thinkingpublications.com
• Relationship Development Intervention with Children, Adolescents and Adult	• Darlene Mannix	• www.thinkingpublications.com
• Behavior Interventions for Young Children with Autism	• Catherine Maurice, Gina Green, & Stephen Luce	• www.sopriswest.com
• Comic Strip Conversations	• Carol Gray	• www.thegraycenter.com
• Talkabout	• Alex Kelly	• www.alexkelly.biz
• Teaching Children with Autism to Mind Read	• Patricia Howlin, Simon Baron-Cohen	• www.nas.org.uk
• Thinking About You Thinking About Me	• Michelle G Winner	• www.socialthinking.com
• Do Watch Listen Say	• Dr. Kathleen Ann Quill	• www.brookespublishing.com

Social Skills

Title of Product or Materials	Author/Publisher or Manufacturer	Website
<ul style="list-style-type: none">• How Rude!	<ul style="list-style-type: none">• Alex J. Packer	<ul style="list-style-type: none">• www.amazon.com
<ul style="list-style-type: none">• Visual Recipes	<ul style="list-style-type: none">• Tabitha Orth	<ul style="list-style-type: none">• www.specialneeds.com
<ul style="list-style-type: none">• Tasks Galore	<ul style="list-style-type: none">• Tasks Galore Publishing, Inc.	<ul style="list-style-type: none">• www.tasksgalore.com

Functional Academics

Title of Product or Materials	Author/Publisher or Manufacturer	Website
<ul style="list-style-type: none">• Language Master	<ul style="list-style-type: none">• Franklin Electronics	<ul style="list-style-type: none">• http://www.franklin.com/estore/dictionary/LM-6000B/
<ul style="list-style-type: none">• F.L.A.S.H.: Family Life and Sexual Health Curriculum	<ul style="list-style-type: none">• Jane Stangle, M.Ed.; Seattle – King County Department of Public Health	<ul style="list-style-type: none">• http://www.metrokc.gov/health/famplan/
<ul style="list-style-type: none">• TouchMath	<ul style="list-style-type: none">• TouchMath	<ul style="list-style-type: none">• www.touchmath.com
<ul style="list-style-type: none">• Edmark Functional Word Series	<ul style="list-style-type: none">• Riverdeep	<ul style="list-style-type: none">• www.riverdeep.net
<ul style="list-style-type: none">• Balanced Literacy: Teaching the Skills AND Thrills of Reading	<ul style="list-style-type: none">• Dorothy Strickland	<ul style="list-style-type: none">• http://teacher.scholastic.com
<ul style="list-style-type: none">• Language!	<ul style="list-style-type: none">• Jane Fell Greene, Ed.D./Sopris West Educational Services	<ul style="list-style-type: none">• www.sopriswest.com

Functional Academics

Title of Product or Materials	Author/Publisher or Manufacturer	Website
• Dolch	• Kontron Computer Systems	• www.kontron.com/mrd
• Dr. Fry's Books	• Edward Fry, Ph.D.	• http://www.teachercreated.com/
• Chicka Chicka Boom Boom	• Bill Martin Jr. & John Archambault	• http://www.hubbardscupboard.org/chicka_chicka_boom_boom.html
• Reading Mastery	• Bonnie Grossen, Ph.D./SRA McGraw-Hill	• http://www.sra-4kids.com/teacher/contact/index.html
• Explode the Code	• Nancy M. Hall & Rena Price	• http://www.hsrb.com/Undefined/explode_the_code.htm
• Social Stories	• Carol Gray	• http://www.thegraycenter.org/socialstories.cfm
• Basal readers	• Vito Perrone/Chelsea House Publishers	• http://www.chelseahouse.com/
• Handwriting Without Tears	• Handwriting Without Tears	• http://www.hwtears.com/
• Writing with Symbols	• Mayer-Johnson	• http://www.inclusive.co.uk/catalogue/acatalog/writing_with_symbols_2000.html
• Type to Learn	• Scholastic	• http://www.scholastic.com/kids/downloads2go/productDetail.asp?productid=13&speed=broad
• Co-Writer 400 software	• Assistive Technology Training Online Project	• http://atto.buffalo.edu/registered/Tutorials/cowriter/index.php

Functional Academics

Title of Product or Materials	Author/Publisher or Manufacturer	Website
• Inspiration	• Inspiration Software, Inc.	• www.inspiration.com
• Kidspiration	• Inspiration Software, Inc.	• http://www.inspiration.com/productinfo/kidspiration/index.cfm
• Math Their Way	• Mary Baratta-Lorton/Center for Innovation in Education, Inc.	• http://www.center.edu/
• Saxon Math	• Harcourt Achieve Imprint	• http://saxonpublishers.harcourtachieve.com
• PCI Education software supplementals	• PCI Education	• http://www.pcieducation.com/
• M&M Counting Book	• Barbara Barbieri McGrath/Charlesbridge	• http://www.charlesbridge.com
• Life Centered Career Education (LCCE)	• Council for Exceptional Children	• http://www.idea_practices.org/pd/lcce/lcce-train.html
• LifeSchool 2000	• Pearson	• http://www.agsglobe.com/Group.asp?nMarketInfoID=0&nCategoryInfoID=2628&nGroupInfoID=a082248000X
• TouchMoney	• TouchMath	• https://www.touchmath.com
• Remedia Publications	• Remedia Publications	• http://www.rempub.com

Self-Management

Title of Product or Materials	Author/Publisher or Manufacturer	Website
<ul style="list-style-type: none"> • Taking Care of Myself: A Hygiene, Puberty, and Personal Curriculum for Young People with Autism 	<ul style="list-style-type: none"> • Mary Wrobel 	<ul style="list-style-type: none"> • www.amazon.com
<ul style="list-style-type: none"> • Life Centered Career Education (LCCE) 	<ul style="list-style-type: none"> • Council for Exceptional Children 	<ul style="list-style-type: none"> • http://www.idea_practices.org/pd/lcce/lcce-train.html
<ul style="list-style-type: none"> • F.L.A.S.H. : Family Life and Sexual Health Curriculum 	<ul style="list-style-type: none"> • Jane Stangle, M.Ed./Seattle – King County Department of Public Health 	<ul style="list-style-type: none"> • http://www.metrokc.gov/health/famplan/
<ul style="list-style-type: none"> • Health and Safety Curriculum featuring Ted E. Bear 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • N/A
<ul style="list-style-type: none"> • Edmark Functional Word Series 	<ul style="list-style-type: none"> • Riverdeep 	<ul style="list-style-type: none"> • www.riverdeep.net
<ul style="list-style-type: none"> • Brigance 	<ul style="list-style-type: none"> • Albert H. Brigance 	<ul style="list-style-type: none"> • http://www.brigance.net/
<ul style="list-style-type: none"> • Circles I: Intimacy & Relationships 	<ul style="list-style-type: none"> • Leslie Walker-Hirsch, M.Ed. & Marklyn P. Champagne, RN MSW 	<ul style="list-style-type: none"> • www.stanfield.com
<ul style="list-style-type: none"> • Second Step: A Violence Prevention Curriculum 	<ul style="list-style-type: none"> • Committee For Children 	<ul style="list-style-type: none"> • www.cfchildren.org
<ul style="list-style-type: none"> • Navigating the Social World: A Curriculum for Individuals with Asperger's, High Functioning Autism, and Related Disorders 	<ul style="list-style-type: none"> • Jeanette McAfee, M.D. 	<ul style="list-style-type: none"> • www.jeaniemcafee.com

Self-Management

Title of Product or Materials	Author/Publisher or Manufacturer	Website
<ul style="list-style-type: none">• Know the Code: Learning Social Behaviors at School	<ul style="list-style-type: none">• EnableMart	<ul style="list-style-type: none">• www.enablemart.com
<ul style="list-style-type: none">• Social Skill Builder Series: My School Day software	<ul style="list-style-type: none">• Social Skill Builder: Quality Learning Tools	<ul style="list-style-type: none">• www.socialskillbuilder.com

Home Living Skills

Title of Product or Materials	Author/Publisher or Manufacturer	Website
<ul style="list-style-type: none">• Boardmaker	<ul style="list-style-type: none">• Mayer-Johnson	<ul style="list-style-type: none">• www.mayer-johnson.com
<ul style="list-style-type: none">• Writing with Symbols	<ul style="list-style-type: none">• Mayer-Johnson	<ul style="list-style-type: none">• www.mayer-johnson.com
<ul style="list-style-type: none">• LCCE	<ul style="list-style-type: none">• Council for Exceptional Children	<ul style="list-style-type: none">• www.cec.sped.org
<ul style="list-style-type: none">• Wisconsin Fast Plants	<ul style="list-style-type: none">• Wisconsin Fast Plants Program, University of Wisconsin	<ul style="list-style-type: none">• www.fastplants.org
<ul style="list-style-type: none">• Home Depot	<ul style="list-style-type: none">• Home Depot U.S.A.	<ul style="list-style-type: none">• www.homedepot.com
<ul style="list-style-type: none">• Washington State Dairy Council	<ul style="list-style-type: none">• Washington State Dairy Council	<ul style="list-style-type: none">• www.eatsmart.org
<ul style="list-style-type: none">• US Department of Agriculture	<ul style="list-style-type: none">• U.S. Department of Agriculture	<ul style="list-style-type: none">• www.usda.gov/wps/portal/usdahome

Home Living Skills

Title of Product or Materials	Author/Publisher or Manufacturer	Website
• “Language!”	• Sopris West	• www.sopriswest.com
• PCI	• PCI Education	• http://www.pcieducation.com/
• Attainment	• Attainment Company, Inc.	• www.attainmentcompany.com
• Food Workers’ Permit	• Public Health of Seattle & King County	• www.metrokc.gov/health/foodsfty/foodhandlerscard.htm
• Kitchen Math	• Scholastic Inc.	• http://content.scholastic.com/browse/article.jsp?id=640
• Mr. Yuk	• Children’s Hospital of Pittsburgh	• http://www.chp.edu/mryuk/05a_mryuk.php
• Poison Control	• American Association of Poison Control Centers	• www.aapcc.org
• “Stop, Drop, and Roll”		• www.ehow.com/how_14150_teach-child-stop.html
• Red Cross		• www.redcross.org
• Washington State Department of Motor Vehicles		• www.dmv.org/washington/department-motor-vehicles.php
• LeapFrog	• LeapFrog Enterprises, Inc.	• www.leapfrog.com
• Eggspert	• Education 4 Kids	• http://edushop.edu4kids.com

Home Living Skills

Title of Product or Materials	Author/Publisher or Manufacturer	Website
• Co-Writer	• Assistive Technology Training Online Project	• http://atto.buffalo.edu/registered/Tutorials/cowriter/index.php
• SOLO	• Don Johnston Incorporated	• www.donjohnston.com
• Inspiration	• Inspiration Software, Inc.	• www.inspiration.com
• Dragon NaturallySpeaking	• Dragon Systems	• www.dragontalk.com
• WYNN	• Freedom Scientific Learning Systems Group	• www.freedomsscientific.com
• Intellitools	Don Johnston Incorporated	•
<ul style="list-style-type: none"> • Encarta • Writing with Symbols • Inter-Comm • Write out Loud • Pixwriter • 		www.donjohnston.com
• Writing with Symbols & Inter-Comm, PDAs, cellphones, Co-Writer, Write out Loud, Pixwriter		
• LCCE, DDD, SSI, Section 8 Housing		

Community Access Skills

Title of Product or Materials	Author/Publisher or Manufacturer	Website
<ul style="list-style-type: none">• Boardmaker; How Does Your Engine Run? A Leader's Guide to the Alert Program for Self-Regulation	<ul style="list-style-type: none">• EnableMart	<ul style="list-style-type: none">• www.enablemart.com
<ul style="list-style-type: none">• Social Stories	<ul style="list-style-type: none">• Carol Gray	<ul style="list-style-type: none">• http://www.thegraycenter.org/socialstories.cfm
<ul style="list-style-type: none">• Edmark Functional Word Series	<ul style="list-style-type: none">• Riverdeep	<ul style="list-style-type: none">• www.riverdep.net
<ul style="list-style-type: none">• PCI Education	<ul style="list-style-type: none">• PCI Education	<ul style="list-style-type: none">• http://www.pcieducation.com

Vocational Skills

Title of Product or Materials	Author/Publisher or Manufacturer	Website
<ul style="list-style-type: none">• Brigance Employability Skills assessment	<ul style="list-style-type: none">• Albert H. Brigance	<ul style="list-style-type: none">• http://www.brigance.net/
<ul style="list-style-type: none">• Division of Vocational Rehabilitation	<ul style="list-style-type: none">• Washington state Department of Social and Health Services	<ul style="list-style-type: none">• http://www1.dshs.wa.gov/dvr/
<ul style="list-style-type: none">• Janus Job Planner	<ul style="list-style-type: none">• Wing Jew and Robert Tong	<ul style="list-style-type: none">• www.amazon.com

DRAFT....Draft....DRAFT....Draft – If you have feedback (modifications or additions), please write down your suggestions and send to Valerie Lynch at Puget Sound ESD.

CLASSROOM SERVING STUDENTS WITH SEVERE DISABILITIES

KEY COMPONENTS

Classroom Structure	Assessment, Curriculum & Instruction	Behavior Management	Role of Paraeducator	Critical Information
<ul style="list-style-type: none"> <input type="checkbox"/> Posted daily routine and visual supports which are used/followed. <input type="checkbox"/> Classroom set up communicates clear expectations for students. <input type="checkbox"/> Clear transition routines. <input type="checkbox"/> Staff schedule posted (may be tied to daily routine). <input type="checkbox"/> IEP schedule posted for whole class and individual students as needed. <input type="checkbox"/> Individual student schedules (examples may include picture schedule, object schedule, planner) are available and up-to-date. <input type="checkbox"/> Classroom displays are age-appropriate and relevant to learning. <input type="checkbox"/> Classroom is safe and uncluttered. 	<ul style="list-style-type: none"> <input type="checkbox"/> Decisions are made on a collaborative team basis (family, teachers, related services providers working together; discipline-free goals & objectives). <input type="checkbox"/> Assessment based on variety of information and from a valued life outcomes perspective. <input type="checkbox"/> Both summative measures of student progress and on-going measures used for decision-making. <input type="checkbox"/> Curriculum & instruction have a functional emphasis and facilitates generalization. <input type="checkbox"/> Intentional teaching of routines and behaviors occurs in a variety of settings and contexts. <input type="checkbox"/> Social skills materials appropriate for students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom behavior management system clear. <input type="checkbox"/> Positive behavior support plans implemented for individual students as needed. <input type="checkbox"/> Data collected to determine effectiveness of interventions and monthly decision-making based on those data. <input type="checkbox"/> Behavior is addressed through: <ul style="list-style-type: none"> ▪ A rich curriculum; ▪ Teaching behavior skills; ▪ Communication systems; ▪ Implementing social stories; & ▪ Addressing sensory issues. <input type="checkbox"/> All students behavior plans are in a folder and easily located. 	<ul style="list-style-type: none"> <input type="checkbox"/> Paraeducators implement instruction as directed by teacher or therapist. <input type="checkbox"/> Teacher, related services personnel, and paraeducators follow consistent management systems. <input type="checkbox"/> Paraeducators follows schedule or matrix. <input type="checkbox"/> Focus on needs of students. <input type="checkbox"/> Clear communication between teacher and paraeducator. 	<ul style="list-style-type: none"> <input type="checkbox"/> Weekly or bimonthly team meeting to ensure student focus, communication, data review, & address professional development, when needed. <input type="checkbox"/> Team meeting notes kept in a central location for review by Principal/ Assistant Principal/ Special Services liaison, paraeducators, related services personnel. <input type="checkbox"/> Substitute plans easily located and plan in place for paraeducators/staff when teacher is absent. <input type="checkbox"/> Crisis plan for classroom is in place and easily located. <input type="checkbox"/> Staff trained on nursing care plans & crisis plans are routinely reviewed.

DRAFT....Draft....DRAFT....Draft – If you have feedback (modifications or additions), please write down your suggestions and send to Valerie Lynch at Puget Sound ESD.

Quality Indicators for Classrooms/Programs for Students with Severe Disabilities

Preschool	Elementary	Middle School	*High School	*18-21 Program
			<p><i>School-based Activities</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Futures planning and assessment. <input type="checkbox"/> Functional academics. <input type="checkbox"/> Self-determination and self-management. <p><i>Work Experience & Employment Activities</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> School-based work experience. <input type="checkbox"/> Community-based work experience. <p><i>Independent Living Activities</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Transportation & mobility. <input type="checkbox"/> Personal care & safety. <input type="checkbox"/> Recreation & leisure. <input type="checkbox"/> Home & consumer skills. <p><i>Connecting Activities</i> (e.g., enrollment & connection to agencies such as DVR/DDD; participation in transition seminars)</p>	<p><i>School-based Activities</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Futures planning and assessment. <input type="checkbox"/> Functional academics. <input type="checkbox"/> Self-determination and self-management. <p><i>Work Experience & Employment Activities</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> School-based work experience. <input type="checkbox"/> Community-based work experience. <p><i>Independent Living Activities</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Transportation & mobility. <input type="checkbox"/> Personal care & safety. <input type="checkbox"/> Recreation & leisure. <input type="checkbox"/> Home & consumer skills. <p><i>Connecting Activities</i> (e.g., enrollment & connection to agencies such as DVR/DDD; participation in transition seminars)</p>

*From: Center for Change in Transition Services (April, 2005). *Quality indicators: School to employment programs*. Seattle, WA: Author, Seattle University.

QUALITY INDICATORS

School to Employment Programs

Instructions for Self Review

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**QUALITY INDICATORS
SCHOOL TO EMPLOYMENT PROGRAMS**

1. SCHOOL BASED ACTIVITIES

Indicator	Component Timeline									Comments
	14-15 yrs			16-17 yrs			18-21 yrs			
<i>Futures Planning and Assessment</i> R = recommended A = actual N = not applicable	R	A	N	R	A	N	R	A	N	
1. Student and parents are provided information regarding transition services, post secondary training, employment and support services, and their role in the IEP/transition process by age 14.	X									
2. Students with developmental disabilities participate in general education career guidance activities.	X			X						
3. Parents are given the opportunity to provide information regarding the transition goals and needed services for their child.	X			X			X			
4. Parents and teachers receive information about the benefits available from the Social Security Administration to fund employment activities.	X			X			X			
5. Feedback is obtained from students and parents about their participation/satisfaction with the IEP/transition planning process.	X			X			X			
6. Graduation date/age is determined by IEP team, including families, at student age 14 (AYP). Process is in place to inform families and student of consequences of graduating prior to age 21.	X									
7. There is a process in place to assure that parents and students are informed of the requirements of WAC 392-172-302 (age of majority) by age 17.				X						
8. School staff is provided training on the IEP/transition planning process, post secondary training and employment and support services alternatives, service delivery at middle and high school.	X			X			X			
9. Person-Centered Planning is used to identify students' individual goals and to help students, families, and professionals make post-secondary plans.	X			X			X			
10. Staff is provided training in the Person-Centered Planning process.	X			X			X			
11. Students and parents participate in the Person-Centered Planning process.	X			X						
12. A functional vocation evaluation (FVE) is completed that includes vocational interests, aptitudes, and the availability in the community for employment or training in an occupation that matches students' interests and aptitudes.	X			X			X			
13. A course of study is developed for students age 14 and above based on the students' interests, preferences and anticipated post-school outcome.	X			X			X			
14. The assessment process includes observations, interviews, record reviews, and testing and performance reviews.	X			X			X			

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1. SCHOOL BASED ACTIVITIES

Indicator	Component Timeline									Comments
	14-15 yrs			16-17 yrs			18-21 yrs			
<i>Futures Planning and Assessment (cont.)</i>	R	A	N	R	A	N	R	A	N	
R = recommended A = actual N = not applicable										
15. School counselors and psychologists participate in the IEP/transition planning process.	X			X			X			
16. School support staff is provided training regarding transition services, post-secondary options for student with developmental disabilities at middle and high school levels.	X			X						
17. Administrators support and participate in the IEP/transition planning process.	X			X			X			
<i>Functional Academics</i>										
18. Students receive instruction that is employment and community referenced, chronologically age-appropriate, functional, and based on their anticipated post-school outcome.	X			X			X			
19. Students are provided with functional learning experiences that personally interest them and are taught through a blend of classroom activities and community-based experiences.	X			X						
20. Students receive regular instruction in functional reading and math skills that are used frequently in everyday life and in employment and/or work situations.	X			X						
21. Experiences are provided in the classroom and the community for development of appropriate communication and social skills.	X			X						
22. Students receive regular instruction to learn how and when to be assertive when communicating at home, school, and work.	X			X						
23. Learning experiences are provided in conflict resolution, anger management, and stress reduction techniques.	X			X						
24. Students receive regular instruction to understand the differences between various types of relationships and how to develop and maintain friendships.	X			X						
25. Students are provided opportunities for involvement and interaction with general school and community populations.	X			X						
26. School counselors and/or psychologists participate in students' development of communication and social skills.	X			X						
27. Administrators have a working knowledge of Functional Academics.	X			X						

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1. SCHOOL BASED ACTIVITIES

Indicator	Component Timeline									Comments
	14-15 yrs			16-17 yrs			18-21 yrs			
Self-determination and Self management	R	A	N	R	A	N	R	A	N	
R = recommended A = actual N = not applicable	R	A	N	R	A	N	R	A	N	
28. IEP/transition planning meetings are scheduled to accommodate the student.	X			X			X			
29. Students play an active role in planning and running IEP and transition meetings.	X			X			X			
30. There is a system in place to help student develop self-advocacy skills and choice making.	X			X			X			
31. Students are given the opportunity to express their preferences regarding transition goals, service needs, and needed services at their IEP meeting beginning at age 14.	X									
32. Learning experiences are provided to assist students identify and communicate their strengths, weaknesses, learning styles and unique characteristics.	X			X						
33. There is a process in place to assist students build a portfolio that includes documentation of disability, resume, work evaluations, and other information.	X			X						

2. WORK EXPERIENCE and EMPLOYMENT ACTIVITIES

Indicator	Component Timeline									Comments
	14-15 yrs			16-17 yrs			18-21 yrs			
School Based Work Experience	R	A	N	R	A	N	R	A	N	
R = recommended A = actual N = not applicable	R	A	N	R	A	N	R	A	N	
34. Students are provided experiences that support the development of positive work habits, tolerances, and behaviors.	X			X						
35. Students participate in Career and Technical Education programs and courses.	X			X						
36. Students are provided with positive work experiences such as job shadowing, CBL, part time employment, volunteering.	X			X			X			
37. There is a process in place to provide students with student assistantships or in-school jobs at age <16.				X						
38. School staff is provided specific training in pre-employment and employment skills.				X			X			
39. There is a system in place to allocate school staff and FTE to support pre-employment and employment activities.	X			X			X			
40. The school district and building administrators support school based and community based work experiences.	X			X			X			
41. Students and parents actively participate in developing "natural supports" for work experiences and developing connections and support to secure employment.	X			X						

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2. WORK EXPERIENCE and EMPLOYMENT ACTIVITIES (cont.)

Indicator	Component Timeline									Comments
	14-15 yrs			16-17 yrs			18-21 yrs			
School Based Work Experience (cont.)	R	A	N	R	A	N	R	A	N	
R = recommended A = actual N = not applicable										
42. Staff is provided training in developing the “natural support” process.	X			X						
43. School staff assists students and parents clarify their expectations for employment and community experiences.	X			X			X			
44. Relevant and comprehensive job/work experience evaluations are used to monitor student learning and success.				X			X			
Community Based Work Experience										
45. Students with developmental disabilities are gainfully employed at least 20 hr/wk by age 20.							X			
46. Community work experience represents at least 35% of a school week for students by age 17.							X			
47. Community work experiences emphasize “real” work opportunities.							X			
48. Community work experience represents at least 50% or more of a school week for students by age 19.							X			
49. Non-paid community work experiences include work crews, community service or internships.				X			X			
50. Paid community work experiences are individual paid jobs.							X			
51. Staff is provided with in-service training about local employment providers and agencies.							X			
52. School staff and FTE are sufficiently allocated to support community based work experience activities.							X			

3. INDEPENDENT LIVING ACTIVITIES

Indicator	Component Timeline									Comments
	14-15 yrs			16-17 yrs			18-21 yrs			
Transportation and Mobility	R	A	N	R	A	N	R	A	N	
R = recommended A = actual N = not applicable										
53. Students are provided effective instruction to identify types of public transportation available, to describe costs of public transportation and to read schedules and maps.	X			X						
54. Students are provided instruction to select means of transportation from those available in the community.	X			X						
55. Students are provided instruction on safety procedures for public transportation.	X			X						
56. Students are given opportunities to use one or more means of transportation to travel from school, home or work.	X			X			X			
57. School staff and FTE are sufficiently allocated to support transportation training activities.	X			X						

3. INDEPENDENT LIVING ACTIVITIES (cont.)

Indicator	Component Timeline									Comments
	14-15 yrs			16-17 yrs			18-21 yrs			
<i>Personal Care and Safety</i>	R	A	N	R	A	N	R	A	N	
R = recommended A = actual N = not applicable										
58. Students are provided instruction on good hygiene and health as needed.	X			X						
59. Students are provided instruction to care for minor illnesses, simple injuries and individual medication requirements as needed.	X			X						
60. Students are provided regular instruction to identify appropriate resources to use in emergency.	X			X						
61. Students are provided regular instruction to know and understand how to keep safe.	X			X						
<i>Recreation and Leisure</i>										
62. Learning experiences are provided in identification, location, costs and safety issues of healthy leisure time activities.	X			X						
63. Learning experiences are provided to increase knowledge how to host a fun and safe party.	X			X						
64. Students are provided experiences in working as a team.	X			X						
65. Students are provided opportunities to participate in a sport or hobby at school or in the community.	X			X						
66. Students and parents are provided information about the importance of healthy leisure and recreational activities and how to identify natural supports and networks.	X			X			X			
67. School staff and FTE are sufficiently allocated to support instruction in healthy leisure activities in real settings.	X			X						
68. Administrators are knowledgeable and support the instruction of healthy leisure and recreational activities.	X			X						
<i>Home and Consumer Skills</i>										
69. Students are provided regular instruction in shopping, spending and budgeting with real experiences as appropriate.	X			X						
70. Students are provided regular instruction in managing income and other resources, i.e. savings, checking options.	X			X						
71. Learning experiences are provided in basic home safety and protection.	X			X						
72. Students are provided experiences in meal preparation, home care, and managing their own living environment.	X			X						
73. Students and parents receive information to develop a plan for students' future living arrangements and options.	X			X						
74. School staff, facilities and FTE are sufficiently allocated to support instruction in home and consumer skills.	X			X						

4. CONNECTING ACTIVITIES

Indicator	Component Timeline									Comments
	14-15 yrs			16-17 yrs			18-21 yrs			
R = recommended A = actual N = not applicable	R	A	N	R	A	N	R	A	N	
75. Parents are provided information related to entitlement and eligibility and how enrollment and connection with agencies is achieved beginning in the primary grades.	X			X			X			
76. The district has formal written agreement or effective working relationships with appropriate post-secondary service providers.				X			X			
77. Students and parents are informed about post-school high school service linkages and how, when and where to connect to those agencies.	X			X			X			
78. Students and parents are informed of external resources for employment.	X			X			X			
79. Appropriate community agencies and secondary training institutions are invited to participate in IEP/transition meetings.				X			X			
80. Students potentially eligible for DVR/DDD/DSB services are referred during the second semester of the second to last year of their school participation.							X			
81. Employers are actively involved with the school to assure the growing development of employment options for youth: vocational advisory committees, community based training options, internships, and or apprenticeships and input on curriculum.				X			X			
82. Students participate in transition activities such as transition fairs, agency seminars and workshops, as appropriate.	X			X			X			
83. Administrators support and participate in interagency collaboration with students, families, agencies and special education.	X			X			X			
84. Graduation policies are consistent with WAC 180-51-115.				X						

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