

OCALI Lifeskills for Adulthood Framework

Equipping Youth with Essential Skills for Lifelong Success



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What is the OLAF?

The OCALI Lifeskills for Adulthood Framework (OLAF) is a practical tool designed for caregivers, educators, and professionals who aim to help youth develop essential skills for adulthood. The tool consists of four key components—as pictured below: domain (the overarching life area) category, sub-domain (areas of focus in the domain), subskills (specific, teachable skills), and teaching and support strategies (helpful materials and methods to get started in teaching these skills). It can serve as a roadmap for educators and caregivers to ensure that students acquire skills crucial to their growth as they mature. The sub-skills allow professionals and caregivers varying access points depending on individual strengths and needs of the child.

Domain

Name: _____ Age: _____ Review Date: _____ Reviewer: _____

Self Care

Meets expectations/standards for...

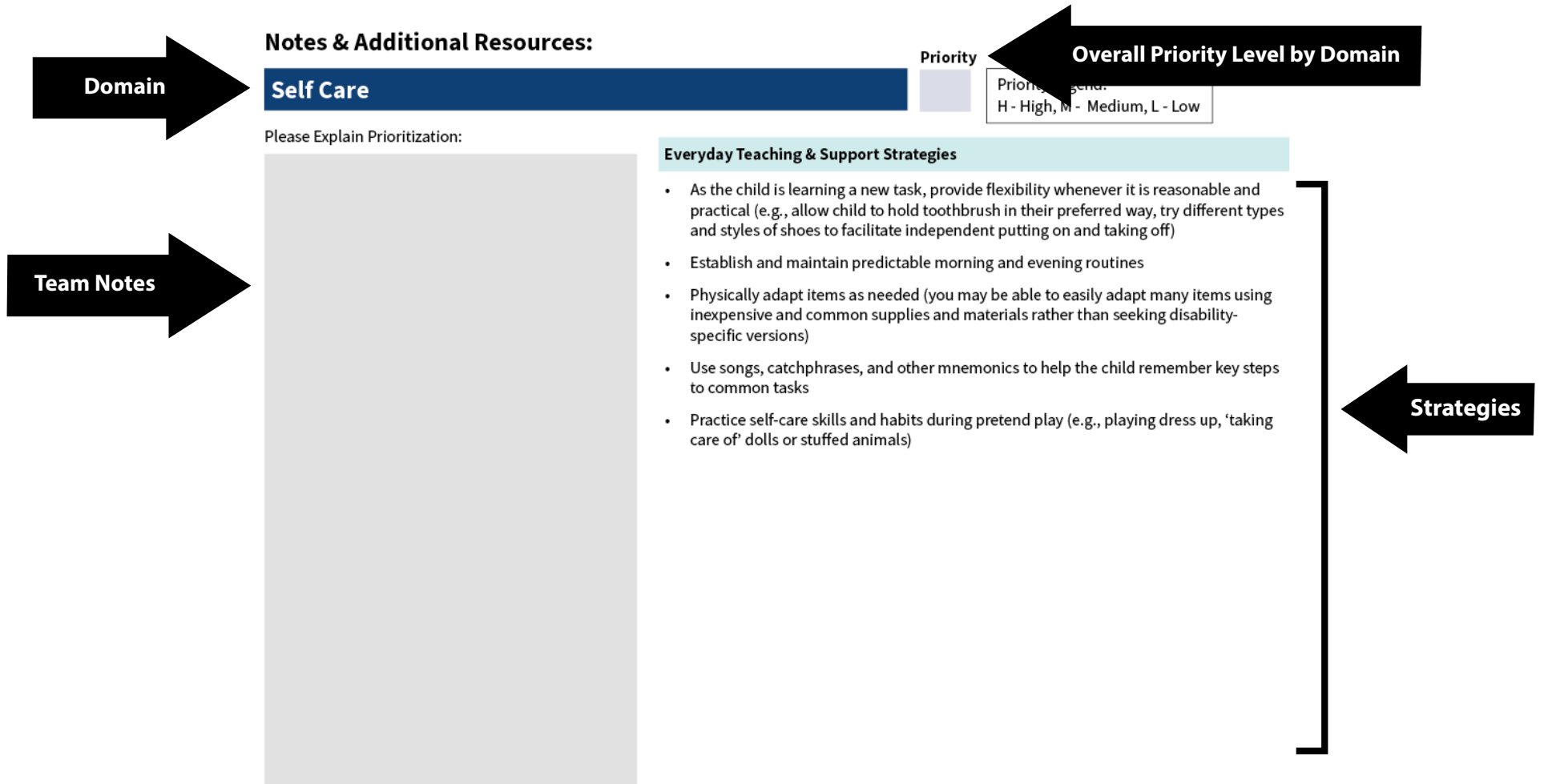
Cleanliness (awareness)	Consistent and independent grooming (hair combed, shirt tucked in, etc.)	Consistent, independent personal hygiene
<p>Can identify and describe purpose for common hygiene products (soap, toothpaste, shampoo, etc.) and tools (hairbrush, toothbrush, wash cloth, etc.)</p> <p>Knows how to check/assess for common hygiene quick tasks and uses this skill appropriately (nose running, food on face, etc.)</p> <p>Recognizes when hygiene tasks are needed (including 'scheduled/routine' and 'unscheduled/ out of routine')</p> <p>Knows the steps of cleaning self in the bathroom (wash body, wash hair, wash face, etc.)</p> <p>Understands items needed for personal daily hygiene needs (takes incontinence or menstrual supplies as needed, change of clothes, etc.)</p> <p>Knows what physical changes to expect during puberty and new hygiene tasks and norms associated with them</p>	<p>Assists with grooming tasks (hair brushing, brushing teeth, washing face, etc.)</p> <p>Can make appropriate clothing/accessory choices that balance comfort and personal preferences with dress codes/activity/social custom/weather</p> <p>Knows how to check appearance in mirror (clothing and hygiene/appearance - no torn/ stained clothes, zippers and buttons fastened, hair not messy, etc.)</p> <p>Recognizes (with or without assistance) when clothes have become outgrown, dirty, worn (has holes, missing buttons, broken zipper, etc.) and can assist with choosing and when purchasing new clothing items</p> <p>Knows where to locate clothing tag to find size (on shirt, pants, shoes, etc.)</p> <p>Assists with pre- and post-laundry tasks (loading washer/dryer, helping to fold clothes/ match socks, putting clothes away, putting clothes in hamper)</p>	<p>Cooperates with having daily hygiene tasks done for them (washing face/hands/hair, brushing teeth, wiping nose, etc.)</p> <p>Knows and follows norms for hygiene and related behaviors/actions (covering mouth while coughing, not belching loudly in restaurants, etc.)</p> <p>Can independently complete daily hygiene tasks (washing face/hands/hair, brushing teeth, wiping nose, etc.)</p> <p>Can pre-plan and prepare for daily hygiene needs (takes incontinence or menstrual supplies as needed, change of clothes, towel, washcloth etc.)</p>
<p>Priority: <input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H</p>	<p>Priority: <input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H</p>	<p>Priority: <input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H</p>

Priority Legend: H - High, M - Medium, L - Low

Sub-Domains

Priority Level By Sub-Domain

Sub-Skills



ocali.org/center/transitions

Who Can Use the OLAF?

Originally created for use with elementary students in grades K-5, the OLAF is a versatile tool that can be used by anyone aiming to teach or develop essential life skills. Using the OLAF can help guide collaborative conversations, identify skill gaps, inform instructional practices, create effective support plans, and develop purposeful goals.

How Do You Use the OLAF?

The OLAF tool is designed to be flexible, with no strict rules or rigid guidelines for its use. It serves as a reference for skill development, offering a framework to help students build a foundational understanding of key skills that align with the [Employability and Life Skills Assessment](#). Whether you're a caregiver, educator, or professional, you can adapt the OLAF to focus on the areas that are most relevant to your students. The tool can serve as a guide for exploring a range of skills and can be tailored to fit various developmental stages and ages. The OLAF is not all encompassing but allows you the freedom to explore skills listed, while also using this to brainstorm other skills needed for a youth's development.

At the bottom of each list of subskills, you will find a priority rating scale with the letters "L, M, H" listed. As you review each set of subskills, the rater(s) can designate them as Low Priority (L), Medium Priority (M), or High Priority (H). This rating system helps identify areas for focus and direction in working with the student. It is not intended as an assessment but rather as an instrument for pinpointing needed skills and guiding future actions.

After each domain's skills and subskills are listed, there is a "Notes & Teaching Strategies" page. Here, you'll find a space to rate the overall domain using the rating scale, explain prioritization, and access teaching strategies and resources to get started. The "Teaching Strategies and Resources" is not a comprehensive list of resources, but rather offers suggestions on how to get started with your priority skills to initiate work on priority skills that have been identified.

While the selected strategies below are included in the Everyday Teaching Strategies sections of this document, we are also highlighting them here as simple, universal strategies that can be used when teaching almost any daily living skill. If you're not sure where to start or aren't ready to take a deeper dive into the OLAF yet, these are some great strategies that you can start using today to support youth skill development in many key areas.

- Physically adapt items as needed to help the child complete common tasks (i.e., adding a stool to a room to make higher surfaces more accessible, adding handle pulls on doors and bathrooms, using soft or natural lighting, adapting utensil handles for better grip, etc.)
- Use songs, catchphrases, and other mnemonics to help the child remember key steps to common tasks
- Provide regular opportunities to practice independence by encouraging and supporting the child to do for themselves some of the tasks you are currently doing for them
- Reward and reinforce desired behaviors with praise or other recognition that is personally meaningful to the child
- Engage in useful tasks and activities together – children are often more willing to participate and help when completing tasks with a close adult
- Use apps, smart-home devices, and other technology to support learning and independence
- Create simple games and challenges to encourage participation and engagement
- Allow the child to practice skills in the community, providing coaching and prompting as needed
- Provide opportunities and encouragement for the child to complete any part of a task that they are capable of (even if they cannot complete all the steps)
- Offer choices in food, clothing, and activities, and encourage the child to make choices throughout the day
- Model and demonstrate how to ask for help in various environments and situations
- Narrate and explain your own daily decision-making in real life
- Point out and explain commonly encountered safety features in daily life (e.g., emergency exits, warning signs, fire extinguishers, etc.)
- Ask and assist the child to describe how different sensory experiences and social interactions make them feel (physically and emotionally)
- Encourage the child to ask questions when they don't understand something

Self Care

Meets expectations/standards for...

Cleanliness (awareness)

Can identify and describe purpose for common hygiene products (soap, toothpaste, shampoo, etc.) and tools (hairbrush, toothbrush, wash cloth, etc.)

Knows how to check/assess for common hygiene quick tasks and uses this skill appropriately (nose running, food on face, etc.)

Recognizes when hygiene tasks are needed (including 'scheduled/routine' and 'unscheduled/out of routine')

Knows the steps of cleaning self in the bathroom (wash body, wash hair, wash face, etc.)

Understands items needed for personal daily hygiene needs (takes incontinence or menstrual supplies as needed, change of clothes, etc.)

Knows what physical changes to expect during puberty and new hygiene tasks and norms associated with them

L M H

Priority:

Consistent and independent grooming (hair combed, shirt tucked in, etc.)

Assists with grooming tasks (hair brushing, brushing teeth, washing face, etc.)

Can make appropriate clothing/accessory choices that balance comfort and personal preferences with dress codes/activity/social custom/weather

Knows how to check appearance in mirror (clothing and hygiene/appearance - no torn/stained clothes, zippers and buttons fastened, hair not messy, etc.)

Recognizes (with or without assistance) when clothes have become outgrown, dirty, worn (has holes, missing buttons, broken zipper, etc.) and can assist with choosing and when purchasing new clothing items

Knows where to locate clothing tag to find size (on shirt, pants, shoes, etc.)

Assists with pre- and post-laundry tasks (loading washer/dryer, helping to fold clothes/match socks, putting clothes away, putting clothes in hamper)

L M H

Priority:

Consistent, independent personal hygiene

Cooperates with having daily hygiene tasks done for them (washing face/hands/hair, brushing teeth, wiping nose, etc.)

Knows and follows norms for hygiene and related behaviors/actions (covering mouth while coughing, not belching loudly in restaurants, etc.)

Can independently complete daily hygiene tasks (washing face/hands/hair, brushing teeth, wiping nose, etc.)

Can pre-plan and prepare for daily hygiene needs (takes incontinence or menstrual supplies as needed, change of clothes, towel, washcloth, etc.)

L M H

Priority:

Priority Legend: H - High, M - Medium, L - Low

Notes & Additional Resources:

Self Care

Please Explain Prioritization:

Priority

Priority Legend:

H - High, M - Medium, L - Low



Everyday Teaching & Support Strategies

- As the child is learning a new task, provide flexibility whenever it is reasonable and practical (e.g., allow child to hold toothbrush in their preferred way, try different types and styles of shoes to facilitate independent putting on and taking off)
- Establish and maintain predictable morning and evening routines
- Physically adapt items as needed (you may be able to easily adapt many items using inexpensive and common supplies and materials rather than seeking disability-specific versions)
- Use songs, catchphrases, and other mnemonics to help the child remember key steps to common tasks
- Practice self-care skills and habits during pretend play (e.g., playing dress up, 'taking care of' dolls or stuffed animals)

General Habits for Work and Daily Life

Meets expectations/standards for...

Navigating within familiar buildings such as school, work sites and community destinations (grocery, library etc.)

- Can identify and follow common signs (restroom, do not enter, enter, exit, push, pull, walk, don't walk, etc.)
- Can follow basic directions (up, down, left, right, straight)
- Can identify common buildings/places and what they are used for (grocery store is where you get food, hospital is where you go when you are sick, post office is where you go to mail letters, etc.)
- Can navigate the school building (restroom, office, classroom to classroom, cafeteria, etc.) independently or with minimal assistance
- Can navigate frequently visited places within the community independently or with minimal assistance

Following established procedures when late or absent

- Knows the difference between being on time and being late
- Can understand and articulate consequences for being late/absent
- Can understand and articulate 'allowable' reasons for being late/absent (illness, emergency, etc.) and what to do when they miss school/work (call in sick, get doctor's note, etc.)
- Can identify and articulate A.M. vs. P.M. related to daytime and nighttime
- Can understand and tell time to the hour, half hour, quarter hour, and minute
- Can identify the passage of time (second, minute, hour, day, month, year)
- Can use a planner/calendar and can set alarms/reminders to help manage their own daily schedule including tracking times and dates for school, appointments, and other happenings

L M H
Priority:

L M H
Priority:

Priority Legend: H - High, M - Medium, L - Low

General Habits for Work and Daily Life

Meets expectations/standards for...

Completing tasks without distractions (returning to task promptly after interruptions, limiting distractions, etc.)

- Assists adults or older children with simple tasks (e.g., putting toys away, putting clothes in laundry hamper)
- Can start a task with minimal prompting
- Can do a task for a set amount of time using a timer without stopping (start with a short amount of time and build up to desired amount of time)
- Can ask for help when they have a question or need assistance
- Can ask for additional work/directions once a task is completed or can pick an option from a set of acceptable tasks to complete or activities to engage in (e.g., play with tablet, read a book, play with toys, etc.)
- Can complete a 1-3 step task without stopping
- Can complete a 3-6 step task without stopping

Locating appropriate materials, tools, and equipment for a task; returning tools to proper storage area

- Can put personal items away (clothes, toys, school supplies) in designated areas with minimal assistance or independently
- Can identify common household tools used for cooking (e.g., stove, bowl, mixer, toaster, blender, etc.) through play and real-life
- Can identify common household tools for general maintenance and cleaning (e.g., screwdriver, hammer, broom, vacuum, etc.) through play and real-life
- Knows basic computer/tablet skills (e.g., turning on/off, logging in, navigating to websites, etc.)
- Knows how to access applications on phone, tablet, or computer for leisure and school

L M H

Priority:

Priority Legend: H - High, M - Medium, L - Low

L M H

Priority:

Notes & Additional Resources:



General Habits for Work and Daily Life

Priority

Priority Legend:

H - High, M - Medium, L - Low

Please Explain Prioritization:

Everyday Teaching & Support Strategies

- Provide opportunities for independence (e.g., encourage and support the child to do for themselves some of the tasks you are currently doing for them)
- Use a daily schedule and mark off items as they are completed
- Break down activities into smaller steps and check off steps as they are completed
- Provide visual cues and reminders to encourage independent clean up after play
- Give the child regularly occurring responsibilities (e.g., taking care of a pet, cleaning, classroom jobs)
- Recognize, reward, and reinforce desired behaviors in ways that are meaningful to the child
- Engage in useful tasks and activities together - children will often be more engaged and willing to help when completing tasks with a close adult (rather than on their own)
- Assist child to use a planner or calendar
- Use apps, smart-home devices, and other technology to support independence
- Create simple games and challenges to encourage engagement (e.g., try to put all toys away before the buzzer goes off, match all the clean utensils to the correct drawer section)
- Allow the child to practice skills in the community, providing coaching and prompting as needed
- Provide opportunities to do any part of the task that the child is capable of (even if they cannot complete most of the other steps)

Relationships with Peers and Adults

Meets expectations/standards for...

Understanding common norms for language & behavior in different types of relationships

Follows basic rules and standards in familiar settings

Uses appropriate greetings and terms of address for friends, family members, and other routinely encountered individuals

Understands that different settings may have different language norms and standards

Observes and imitates demonstrated rules and standards in unfamiliar settings

Recognizing potentially harmful interactions & seeking help from a safe person

Can express feelings about peer interactions

Can identify at least one safe person who is regularly accessible in each routine setting

Can identify basic qualities/attributes that indicate a person is likely to be 'safe'

Can identify basic qualities/attributes that indicate a person is likely to be 'unsafe'

Can identify when a person is not respecting boundaries, causing harm, bullying (both in person and online) and knows to seek help from a safe adult

Knowing how to set, respect, and enforce healthy boundaries in relationships

Clearly communicates acceptance and refusal

Demonstrates turn-taking in conversation and/or informal play with peers

Understands and follows rules during games

Resolves conflicts in socially acceptable ways with adult support

Can recognize and demonstrate resistance to negative peer pressure (e.g., peer trying to persuade them to break rules or to do something the child knows is wrong)

L M H

Priority:

L M H

Priority:

L M H

Priority:

Priority Legend: H - High, M - Medium, L - Low

Notes & Additional Resources:

Relationships with Peers and Adults

Priority

Priority Legend:
H - High, M - Medium, L - Low



Please Explain Prioritization:

Everyday Teaching & Support Strategies

- Provide opportunities for the child to practice leading activities (e.g., modeling, role-playing, play activities)
- Assist the child to consider and understand others' points of view
- Provide diverse opportunities to meet and interact with other children and adults
- Model appropriate emotions for different situations
- Demonstrate healthy relationships and interactions between characters during pretend play with stuffed animals, dolls, or figurines
- Talk to the child regularly about their feelings and help them to develop empathy by asking them to imagine how others might be feeling (e.g., "How do you think your friend felt when you didn't share your toy with them?"; "I'm sorry that your team didn't win the game today. How are you feeling about it?")
- Use visual and/or physical examples to help the child learn about and understand emotional/relationship boundaries (e.g., concentric circles to show different levels of social connection, using building blocks to make a wall higher or lower based on specific relationships)

Safety

Meets expectations/standards for...

Navigating/traveling safely in the community following safety rules	Using school materials/equipment safely following safety rules	Utilizing safety procedures for emergency situations
<p>Knows how to distinguish/match colors</p> <p>If walking, stays on sidewalk or other safe pedestrian areas (crosswalk, away from edge of road, etc.)</p> <p>Wears seatbelt and stays sitting when riding in a vehicle (or if standing on a bus, knows to hold on to pole or strap)</p> <p>Demonstrates understanding of simple directional references (left, right, straight, up, down, etc.)</p> <p>Understands public vs. private spaces</p> <p>Knows how to read/match letters and numbers (to read and match license plates, addresses, bus route numbers, etc.)</p> <p>Knows how to use basic cellphone functions (can dial numbers, save numbers, call, text)</p>	<p>Imitates use of common adult life tools during play (e.g., toys or objects that mimic money, kitchen utensils, hand tools, etc.)</p> <p>Selects appropriate “tools” for common tasks and situations (e.g., umbrella when raining, spoon to eat soup, etc.)</p> <p>Identifies safe people or places to ask for help if lost or in need of assistance</p> <p>Identifies the meaning of commonly encountered safety, community, and roadway signs</p> <p>Uses a map and map tools (e.g., GPS, apps for bus schedules, map keys, etc.) to find self or others on a map and to navigate from one place to another</p>	<p>Identifies and follows safety rules in home and school</p> <p>Identifies and follows general safety rules in the community</p> <p>Practices emergency procedures and knows what to do in emergency situations (fire and tornado drills, call 911 for household emergencies, etc.)</p> <p>Can identify when basic first aid or routine healthcare assistance is needed and knows how to seek help (e.g., how to request a bandage, medicine, tissue, etc.)</p> <p>Can identify local agencies that provide safety services (e.g., police, fire station, hospital, etc.)</p>
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Priority:

Priority:

Priority:

Priority Legend: H - High, M - Medium, L - Low



Priority Legend:
H - High, M - Medium, L - Low

Please Explain Prioritization:

Everyday Teaching & Support Strategies

- Teach what to do in emergency situations and practice these routines through safety drills
- Use visual prompts and reminders in critical safety areas
- Practice online safety through use of social media features with trusted adults that you and the child know in real life
- Safely role-play potentially dangerous situations or interactions; allow the child to try out different approaches and coach them as you play out the situation together
- When traveling to familiar places in the community, ask the child to provide the next step of directions (e.g., “Which way do we turn next to get to grandma’s house?”)
- Allow the child to practice using a phone by calling or texting familiar people
- Point out important places and people in everyday situations and explain their purpose (e.g., police, fire station, hospital)
- Point out and explain common safety signs and signals as you encounter them together (e.g., stop signs, wet floors, poison, crosswalk signals)
- Demonstrate use of common tools and allow the child to safely practice using them
- Create wearable ID cards for visits to busy locations

Making Choices

Meets expectations/standards for...

Seeking, developing and demonstrating personal goals that are consistent with preferences, interests, needs, and skills/strengths

- Demonstrates and/or expresses preference for certain tasks/chores
- Pretends different occupations during play
- Understands the difference between 'wants' and 'needs'
- Can identify several common occupations and their basic functions (e.g., teachers help kids learn, nurses help people when they are sick, etc.)
- Expresses interest in one or more future careers
- Demonstrates ability to prioritize 'what I need to do' over 'what I want to do'
- Strives for positions requiring improvement in skills and additional responsibility

Making and following through with plans for leisure time

- Can use a choice board to select an activity to participate in
- Can create a simple schedule of activities based on a selection
- Can identify preferred peers with whom to spend leisure time
- With support (timer, visual schedule, etc.) can self-monitor time spent on a leisure activity
- Can advocate for and/or assist with making arrangements for leisure time with peers

L M H

Priority:

L M H

Priority:

Priority Legend: H - High, M - Medium, L - Low

Making Choices

Meets expectations/standards for...

Communicating and accepting consequences for following and not following directions or rules

- Understands common immediate consequences to actions (positive and negative)
- Accurately anticipates predictable immediate consequence to common actions (e.g., knowing that screen time is contingent on completing homework first)
- With adult assistance, can review past actions that resulted in negative consequences and identify alternative ways of handling the situation
- Understands common long-term consequences to actions (e.g., repeatedly turning in incomplete assignments resulting in a failing score for the grading period)
- Accepts consequences (positive and negative) for actions

Understanding the concept of money and demonstrating basic money management

- Recognizes that money is exchanged for wants, needs, goods, and services
- Assists with the exchange of money and/or monetary instruments (e.g., lunch pin number, gift card, tokens, etc.) in real-life situations
- Uses the value of money to decide whether there is enough to make a purchase
- Can identify and calculate the value of a collection of pennies, nickels, dimes, quarters, and dollars
- Understands the steps in a basic transaction (e.g., giving money, receiving change, receiving receipts, etc.)
- Accepts when things cannot be afforded
- Is able to compare prices of similar items

L M H

Priority:

L M H

Priority:

Priority Legend: H - High, M - Medium, L - Low



Making Choices

Priority

Priority Legend:
H - High, M - Medium, L - Low

Please Explain Prioritization:

Everyday Teaching & Support Strategies

- Regularly provide choices in food, materials, and activities
- Model how to accomplish goals using your own preferred methods for setting a goal, tracking progress, and measuring success
- Start a personal savings account in the child's name and teach them how to track the balance
- Use visuals to support choice-making (e.g., picture boards, physical objects)
- Discuss how to make appropriate decisions when given options in everyday situations
- Model and role-play how to ask for help in various situations and settings
- Discuss the positive and negative consequences of making specific decisions
- Assist the child with expressing preferences and ordering their own meals
- Assist with creating weekly goals and tracking progress toward completion
- Allow the child to vote on home activities and recreational trips
- Model and role-play decision-making, including consequences
- Narrate and explain your own decision-making and goal setting in real life (e.g., "I want to upgrade my phone, but I need to make a plan to save money first because it's expensive."; "These are the things I'd like to do this weekend, but I don't have time for all of them - which should I prioritize?")

Self-Help and Self-Advocacy

Meets expectations/standards for...

Using supports such as visual schedules, smart phone apps, timers, etc.

Responds to support strategies that are implemented with support (e.g., if an alarm is set by an adult, the child knows what to do when it goes off)

Uses reminders and support strategies (e.g., timers, schedules, checklists)

Identifies and suggests alternate methods to complete tasks as needed

Independently sets up and takes responsibility for supports needed

Can follow a schedule (knows where to be and what they should be doing during a specific day/time)

Manages their own daily schedule including tracking times and dates for activities, appointments, and other happenings

Identifying changes to improve performance

Tries to perform a task again if at first unsuccessful

Makes decisions with family input and guidance

Solves simple problems and overcomes minor barriers (e.g., locating an item placed on wrong shelf but in correct cabinet) independently

Demonstrates pride in efforts and accomplishments (e.g., "I did it!")

Chooses, on their own, an appropriate solution when given options

Responds to a problem situation with reasonable alternative solutions

Recognizes and independently corrects mistakes and errors

L M H

Priority:

L M H

Priority:

Priority Legend: H - High, M - Medium, L - Low

Self-Help and Self-Advocacy

Meets expectations/standards for...

Identifying when help is needed

- Recognizes when help is needed by reacting (pausing, crying, etc.)
- Identifies that changes have been made and that performance has improved (seeks to continue in a better way, attempts task in a new way, etc.)
- When prompted, asks for help
- Independently asks for help from an adult or peer
- Independently can identify, by name or title, frequently encountered helpers (teachers, SLP, nurse, family members, friends, etc.)

L M H

Priority:

Knowing own accommodations and having a general awareness of Preferences, Interests, Needs, and Strengths (PINS)

- Expresses discontent when unable to access an activity, or attempts to access activity by utilizing resources nearby (actively seeks a support, resource, or item that can assist in the task)
- Asks for help when an activity is inaccessible
- Identifies their known accommodations and utilizes them with assistance or reminders from staff
- Utilizes accommodations when needed for activities consistently and can remind an authority figure if accommodations are unavailable and should be available (including on assessments)
- Can attend portions of their IEP meeting (gradually increasing their time)
- Attends IEP meeting to advocate for accommodations
- Identifies if accommodations could be adjusted or improved based on personal performance/use in other areas and discuss with team members

L M H

Priority:

Priority Legend: H - High, M - Medium, L - Low

Notes & Additional Resources:

Self-Help and Self-Advocacy

Priority

Priority Legend:
H - High, M - Medium, L - Low



Please Explain Prioritization:

Everyday Teaching & Support Strategies

- Discuss individual strengths and weaknesses, focusing on abilities
- Explore and discuss potential career choices on a regular basis
- Use career terminology for helper charts in the classroom and home setting
- Use self-evaluation checklists and forms to help the child self-reflect
- Role-play and assist the child to practice coping strategies paired with different emotions
- Invite and assist the child to participate in their IEP meeting
- Help the child to articulate how sensory inputs make them feel (physically and emotionally)
- Encourage the child to ask questions when they don't understand
- Teach the child how to describe their disability
- Provide safe opportunities for the child to make mistakes and help them to understand and learn from mistakes
- Provide and facilitate opportunities for the child to help others and receive help in return
- Ensure that the child has similar opportunities to engage in pretend play as non-disabled siblings or peers (with opportunities to imagine various future valued roles)

Communication and Relationships

Meets expectations/standards for...

Using effective and respectful listening skills

Demonstrates attentive listening skills to build and maintain healthy relationships. (e.g., can demonstrate how to not interrupt or talk when someone else is talking)

Responds to being assigned additional tasks in a positive manner

Listens to constructive criticism with respect and patience

Can distinguish between literal and non-literal meanings of language (idioms, jokes, etc.)

Correctly completing tasks following verbal and written directions

Demonstrates understanding and complies with multi-step verbal instructions/directions

Demonstrates understanding and correct use of visual directions (e.g., visual task list, first-then board, etc.)

Demonstrates understanding and complies with simple multi-step written directions

Showing respect, everyday manners

Responds positively to polite requests to share objects/property

Asks permission to use others' property

Uses respectful language and behavior when making requests or giving instructions

Avoids teasing/ridiculing, bullying, and excluding others

Can identify characteristics needed to be a friend (e.g., a person who helps, plays, shares, and listens)

L M H

Priority:

L M H

Priority:

L M H

Priority:

Priority Legend: H - High, M - Medium, L - Low

Communication and Relationships

Meets expectations/standards for...

Expressing self, answering and asking questions

- Expresses discomfort; protests or refuses politely and effectively
- Clarifies the meaning of unknown words or general ideas, concepts, or directions used in language (by asking, using dictionary or other tools to determine meaning, using word parts to determine meaning, etc.)
- Knows when to share personal information and when not to share personal information; understands private vs. public information
- Can identify full name, date of birth, home address, contact info (phone, email, etc. as used), and primary caregiver info
- Can identify personal allergies and/or important medical needs (diabetes, seizures, hearing, or vision supports, etc.), medications and/or care providers
- Can identify teaching staff, name of school, and grade attending
- Can identify own skills, talents, interests, strengths, preferences, and needs

L M H

Priority:

Priority Legend: H - High, M - Medium, L - Low

Conversational skills (turn taking, choice of appropriate topic, etc.)

- Responds to language interactions (looks when someone says their name, engages with a communication partner, attempts to express wants, needs, preferences, etc.)
- Answers yes/no questions
- Shifts attention along with communication partner
- Uses multiple modes of communication to express themselves (e.g., facial expressions, gestures, spoken words, signs, object or picture exchange, communication device, etc.)
- Makes comments and engages in reciprocal communication exchange with familiar and unfamiliar people and is understood
- Uses Core Vocabulary words as a basis for language and communication. (Core words are the top 150 most commonly used words in English)
- Communicates ideas, information, and preferences effectively using conversational language with topic-specific words or phrases

L M H

Priority:

Notes & Additional Resources:

Communication and Relationships

Priority

Priority Legend:

H - High, M - Medium, L - Low



Please Explain Prioritization:

Everyday Teaching & Support Strategies

- Use social stories to help the child learn common phrases and behavioral norms for everyday interactions
- Demonstrate and practice active listening with the child by regularly asking questions to confirm or clarify understanding
- Provide prompts and cues as needed prior to and during social interactions
- When reading books or watching shows or movies together, call out examples of 'good' and 'bad' manners and behavior and discuss why characters might have said or done what they did
- Provide step by step visuals (pictures, words, or photos) with multi-step routines or activities
- Pass an object or visual cue to support turn taking in a conversation (whoever is holding the cue is the speaker)
- Print and use [OCALI Grab and Go resources](#) to support routines and communication
- Talk through confusing types of communication in detail to help the child understand (e.g., idioms, teasing, bullying, jokes, tone of voice, etc.)
- Assist the child to send letters or cards that include practicing the task of addressing an envelope
- Make 'All About Me' cards, artwork, brochures, etc.
- Develop a consistent yes and no communication method for the child to use
- Explore [core boards](#) to access communication basics
- Post core boards in home and community locations for easy communication access
- Use picture choices, objects, signs, apps, letters, etc. as communication supports in any setting

Language and Literacy

Meets expectations/standards for...

Responding to receptive and expressive language interactions

Recognizes specific tactile, visual, auditory, or other cues as signals for specific events, activities, or tasks (e.g., understands “time for bed” when told or when visual or tactile prompts are used)

Responds to natural cues within the environment (e.g., alarm to wake up, getting backpack out to signal time for school, touch prompts to indicate that it is their turn)

Reaches, points, or uses eye gaze toward people, objects, or pictures to seek information and/or interactions

Mimics/imitates receptive interactions

Engages with tactile, visual, and/or auditory information in commonly encountered settings

L M H

Priority:

Using multiple modes of communication to express themselves

Can use facial expressions, gestures, spoken words, signs, object, or picture exchange, communication device, and/or other communication methods to:

- Request something
- Make a choice
- Attract or seek attention
- Protest or refuse something
- Express comfort or interest in something
- Express discomfort or disinterest

L M H

Priority:

Communicating ideas and information effectively using conversational language

Engages with materials containing text (digital or paper)

Understands that writing is communication in print form

Understands that spoken words contain individual sounds that can be represented by letters and spaces in written text

Can use letter sounds to sound out or spell simple words to convey thoughts, answers, or ideas

Can select, use, and spell words connected with personal experiences and stories

Can select the correct letters to represent the first sounds in a word

L M H

Priority:

Priority Legend: H - High, M - Medium, L - Low

Language and Literacy

Meets expectations/standards for...

Words: from language to print

- Can match each letter of the alphabet with its most common sounds
- Can use sounds to decode (sound out) and say whole words from print
- Can select letters representing the first sounds of a word to begin conveying a thought or idea in print (on paper, keyboard, screen, or speech generating device)

L M H

Priority:

Demonstrating basic reading and writing skills

- Engages in “scribbling” on paper, keyboard, or speech generating device
- Can match or vocalize the five vowels with their short vowel sounds
- Can match or vocalize the most common 20 consonants with their sounds
- Can match letters to the first sounds in a word
- Can build/spell simple words in print (on paper or digitally)
- Can produce simple two-word sentences or phrases in print
- Adds words to increase meaning or clarity in a message

L M H

Priority:

Identifying that words have meaning

- Uses common words (Core Vocabulary, the most commonly used words in English) in communications
- Can use, identify, sort, and categorize words connected to a given topic (e.g., knows that coats, mittens, hats, and boots are words that represent objects needed in cold weather)
- Recognizes and understands meanings of common prefixes and suffixes (un-, re-, -ed, -ing)
- Knows how to clarify the meaning of an unknown word (by asking the user, using a dictionary or other tool, and/or using known parts of words to decode the meaning)
- Regularly learns new words and uses them correctly in speech and/or writing

L M H

Priority:

Priority Legend: H - High, M - Medium, L - Low

Notes & Additional Resources:

Language and Literacy

Priority

Priority Legend:
H - High, M - Medium, L - Low



Please Explain Prioritization:

Everyday Teaching & Support Strategies

- Talk through and describe everyday experiences (e.g., setting the table, caring for pets)
- Provide wait time after speaking for a reply from the child
- Acknowledge all forms of communication by describing the communication you observed (e.g., “You smiled at the blue shirt. It looks like that’s the one you want.”)
- Ask additional clarifying questions when communication is not clear
- Play rhyming word games and/or sing rhyming songs, including nursery rhymes
- Read books with rhymes; repeat lines and prompt the child to say the next word/phrase
- Stretch out the first sound in words and talk about the letter(s) that make that sound
- Play letter or word games such as “I spy something that begins with the /s/ sound.”)
- Practice breaking words apart by syllables or beats to help with speaking and spelling (e.g., foot-ball, Tues-day)
- Help the child to make/draw letters and words using art and craft supplies
- Read stories together every day, listen to audio books, watch educational programs about books and reading
- Take the child to the library for activities and to check out books
- Make books with photos or drawings about activities, people, or things the child likes
- Write down what a child tells you and show them their words in print
- Use picture choices, objects, signs, letters, etc. as communication supports
- Use high level vocabulary in everyday conversations
- Turn captions on when watching TV

Summary - Priority Skills

Which skills are currently the highest priority?

Self Care

- Cleanliness (awareness)
- Grooming
- Hygiene

General Habits for Work and Daily Life

- Navigating within familiar buildings
- Following established procedures when late or absent
- Completing tasks without distractions
- Locating task materials and returning them to proper area

Relationships with Peers and Adults

- Understanding common norms
- Recognizing potentially harmful interactions
- Practicing healthy boundaries

Safety

- Navigating/traveling safely in the community
- Using school materials/equipment safely
- Using safety procedures for emergency situations

Making Choices

- Personal goal setting
- Planning for leisure time
- Understanding and accepting consequences
- Basic money management

Self-Help and Self-Advocacy

- Using supports
- Identifying needed changes
- Identifying when help is needed
- Knowing own accommodations and PINS

Communication and Relationships

- Listening skills
- Following verbal and written directions
- Showing respect, everyday manners
- Expressing self, answering and asking questions
- Conversational skills

Language and Literacy

- Responding to language interactions
- Using multiple modes of communication
- Effectively using conversational language
- Words: from language to print
- Basic reading and writing skills
- Identifying that words have meaning

Name: _____ Age: _____ Review Date: _____ Reviewer: _____

Summary - Plan for Support

How can we best support the youth across settings?

Selected Teaching Strategies – include how, when, and where these will be used	Family/ Caregivers:	Teachers:	Support staff:	Other:	Other:

Which skills are currently the highest priority?

Self Care

- Cleanliness (awareness)
- Grooming
- Hygiene

General Habits for Work and Daily Life

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Language and Literacy

- Responding to language interactions
- Using multiple modes of communication
- Effectively using conversational language
- Words: from language to print
- Basic reading and writing skills
- Identifying that words have meaning

Example: Summary - Plan for Support

How can we best support the youth across settings?

Selected Teaching Strategies – include how, when, and where these will be used	Family/ Caregivers: Mom, Dad, Grandma	Teachers: Ms. Wells	Support staff: Sheri and Mr. Burton	Other: Andy, Del, Coach Ross	Other:
Provide action options to Darius in advance and discuss likely consequences of his decisions. Help him weigh pros and cons of each option using the most specific information possible to make a decision.	X	X	X		
Narrate and explain your own decision-making and goal setting to Darius in real life situations.	X				
Demonstrate typical social interactions and physical boundaries during soccer practice and matches (both on and off the field).				X	
Assist Darius to update his relationships circle chart with new people as he meets them. Show and discuss the chart with him daily and when he crosses boundaries to help him understand what is/was expected.	X		X		