

Standards-Based Life Skills Curriculum

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Introduction

With the implementation of the Individuals with Disabilities Education Improvement Act, focusing on an individualized educational plan for students with disabilities, and No Child Left Behind, which requires all students to work on and towards common state academic standards, educators and professionals working with students with moderate disabilities face a dilemma: how do we individualize students' educational programs and work towards a set of common academic standards? This Standards-based Life Skills Curriculum has been developed in response to this dilemma.

In curricular planning for students with more significant needs, it is noted that the general education curriculum provides a resource base of standards and indicators for all students. However, it is inappropriate to hold students with moderate and multiple disabilities to all the same academic standards as students of the same age who are fully participating in the general education curriculum. As there are no adopted state national standards for students with moderate disabilities, it is incumbent on schools to develop curricula that maintain high expectations for students, provide appropriate environment and time in which to practice skills, allow flexibility to address individual differences, and support students in becoming as independent as possible while becoming contributing members of adult society once they leave the public school setting. Organizationally, a school should have in place a curriculum that can be implemented in classrooms and community-based instructional settings.

A variety of resources were used in compiling this Standards-based Life Skills Curriculum:

1. The Indiana Academic Standards Language Arts, Math, Science, Social Studies, Health, and Physical Education, Indiana Skills for Career and Technology Education, Business Technology Education Indicators, and Business, Marketing, and Information Technology Indicators)
2. The Functional indicators in the Indiana Supplemental Tools for Alternative Assessment (ISTAR)
3. The Indiana Early Childhood Foundations (Math, Language Arts, Science, Social Studies, Physical Education and Health, and Motor)
4. The Indiana Universal Indicators for Students in Guidance

Indicators from the Early Childhood Foundations, the Indiana Standards Tool for Alternate Reporting, Universal Indiana Student Standards for Guidance, Indiana Academic Standards were chosen based on the typical developmental and cognitive-functioning levels of students served within the Life Skills classrooms. The indicators included in the curriculum are the key basic skills needed as students transition into low-supported or independent functioning within the community where each individual will live, learn, work and play. The Standards-based Life Skills Curriculum is divided into seven different strands which are based on the content from each of the sources that were used when developing the curriculum.

Because of the many different cognitive, physical, medical, communication, and social needs of these students, there is no one set of traits shared by all. Each child is an individual. However, there are general issues around which educational instruction should be based in order for each student to reach his/her full potential. For instruction to be effective, schools must provide

- age-appropriate activities and materials,
- cognitively-appropriate instructional strategies,
- immediate feedback and numerous opportunities to practice skills,
- opportunities to maintain and generalize skills,
- physical, visual, and verbal prompts,
- useful technology and assistive devices,
- opportunities to socialize with non-disabled peers,
- a developmentally-appropriate functional skill continuum, and
- a developmentally-appropriate community-based instruction continuum.

Practice and mastery of the specific skills in each of the following curriculum areas will provide students the opportunity to

- demonstrate independence;
- demonstrate self-advocacy skills;
- engage in social interaction;
- access community resources;
- acquire and maintain vocational placement, and
- participate in recreation and leisure activities.

EXPLANATION OF EACH COLUMN

Indicators:

Indicators from the Indiana Academic Standards K-12, the ISTAR continua, and the Foundations to the Indiana Academic Standards for Children Birth to Age Five were chosen based on the typical developmental and cognitive-functioning levels of students served within functional life skills classrooms. The indicators and skills included within each area of the curriculum are the key basic skills needed by these students as they transition to the next level.

Strategies:

The strategies listed in this section can be used to assist teachers in determining best-practice methods of providing instruction to students. These strategies should be chosen based on the individual needs of the student.

Suggested Materials and Resources:

This section contains a collection of existing materials and resources that special educators may utilize based on district availability. These materials and resources were compiled by the special educators responsible for the development of this curriculum based on materials and resources available in their classrooms.

Assessments:

Data collection is an integral part of determining whether or not instruction and interventions are effective. In order to collect data to reflect student performance and assess student needs, it is necessary to select both appropriate formative and summative assessments. Formative assessment refers to those assessments that provide ongoing information on student progress, while summative assessments aim to evaluate the efficacy of instructional methods and interventions. Examples of formative assessments include task analysis, teacher observations using teacher checklists, anecdotal records, ISTAR baseline scores and permanent product. Examples of summative assessments include ISTAR summary reports and portfolios. Student portfolios are collections of student work and assessments used to illustrate current levels of performance across areas of curriculum. Examples of materials contained within student portfolios may include, but are not limited to, academic worksheets, handwriting samples, examples of cutting and coloring along with task analyses and anecdotal data. Each student's portfolio should contain dated pieces from the beginning, middle and the end of each school year indicating level of independence.

Focus of English/Language Arts within the Standards-Based Life Skills Curriculum

Students participating in the Standards-Based Life Skills Curriculum will acquire and demonstrate specific English/Language Arts skills based on the Indiana Academic Standards and indicators in the areas of:

- Word recognition
- Fluency
- Vocabulary development
- Comprehension and Analysis of Nonfiction and Informational Text
- Comprehension and Analysis of Literary Text
- Writing Processes and Concepts
- Writing applications
- Written English Language Conventions
- Listening and speaking skills, strategies and applications

Early Childhood (Ages 3-5)

- Looks at a book turning one page at a time.
- Identifies five common signs and symbols
- Recognizes pictures of familiar people, places, and things.
- Use symbols or objects to communicate
- Attempt to write and draw
- Communicates using one-two word vocalizations, signs, symbols, or gestures
- Attends to adult directed activities or stories.
- Initiate turn taking in play and conversations

Primary (Grades K-2)

- Read and identify letters of first name
- Identify the front cover, back cover, and title page of a book
- Identify a favorite story
- Identifies two characters that interact in a story
- Write by moving from left to right and from top to bottom
- Imitates drawing of vertical, horizontal, and circle
- Follow one-step spoken directions with prompts
- Give [first and last] name, age, and gender upon request

Intermediate (Grades 3-5)

- Recognize and name all capital and lowercase letters of the alphabet
- Read one-syllable and high-frequency (often-heard) words by sight.
- Identify [25] common signs and symbols.
- Understand what is read by responding to questions (*who, what, where*)
- Dictate something for an adult to write down
- Combine strokes and shapes to represent letters
- Give address upon request
- Understand and follow one- and two-step spoken directions

Middle School (Grades 6-8)

- Identify letters, words, and sentences
- Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound)
- Identify [and demonstrate meaning of] important signs and symbols
- Use picture clues and context to aid comprehension and to make predictions about story content
- Retell a story's beginning, middle, and ending
- Print legibly and space letters, words, and sentences appropriately
- Give, restate, and follow simple two-step directions
- Relate an important life event or personal experience in a simple sentence

High School (Grades 9+)

- Recognize common abbreviations
- Follow simple multiple-step written instructions
- Write a friendly letter complete with the date, salutation
- Arrange words in alphabetical order
- Ask for clarification and explanation of ideas

English/Language Arts

Level: Early Childhood (ages 3-5)

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>B.1.1 Track movement</p> <p>B.1.12 Visually engage with a book</p> <p>B.1.14 Match pictures to actual objects</p> <p>B.1.16 Point to a letter when asked to "Point to a letter"</p> <p>B.1.17 Actively attend to things that an adult is showing</p> <p>F.1.2 Turn one page at a time</p> <p>F.1.4 Hold book right side up, looking at the pages and pictures</p> <p>F.1.30 Identify five common signs and symbols</p> <p>F.1.38 Requests adult to read printed information</p>	<ul style="list-style-type: none"> • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing • Prompting • Repeated practice • Modeling • Sorting and matching 	<ul style="list-style-type: none"> • Bubbles, balloons & tracking tubes • Language for Learning • Interactive Reading Books • Language or vocabulary cards • Patti King Dubaun series • Flannel/magnet/stamp/foam letters & pictures • Computer activities • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special_ed/index.htm • Super Duper Publications • Discovery Toys • Scholastic Books 	<p>Formative:</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • Daily data sheets • Anecdotal notes • Teacher made checklists • Product/performance assessed by rubrics, rating scale • AIMSWEB • STAR (ProEd) <p>Summative:</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • Portfolio • AIMSWEB • STAR (ProEd) 	

Standard 2

READING: Comprehension and Analysis of Nonfiction and Informational Text

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>B.1.19 Find named pictures or textures in a book</p> <p>B.1.2 Recognize pictures of family members</p> <p>B.1.22 Names action from pictures or a story</p>	<ul style="list-style-type: none"> • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing • Prompting • Repeated practice • Modeling 	<ul style="list-style-type: none"> • Language for Learning • Read and Tell series • Interactive Reading Books • Board Maker • Picture This software • Photo albums • Digital photos • Computer activities • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special_ed/index.htm 	<p>Formative:</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • Daily data sheets • Anecdotal notes • Teacher made checklists • Product/performance assessed by rubrics, rating scale • STAR (ProEd) <p>Summative:</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • Portfolio • STAR (ProEd) 	

Standard 3

READING: Comprehension and Analysis of Literary Text

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>B.1.24 Recognize a favorite character</p> <p>B.1.25 Pretend to do something or be someone</p>	<ul style="list-style-type: none"> • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing 	<ul style="list-style-type: none"> • Do-Watch-Listen-Say • Interactive Reading Books • Puppets • Dress up clothes • Action/ dramatic play figures • videos 	<p>Formative:</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • Daily data sheets • Anecdotal notes • Teacher made 	

Early Childhood

	<ul style="list-style-type: none"> • Prompting • Repeated practice • Integrated play groups • Modeling 	<ul style="list-style-type: none"> • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special_ed/index.htm • Discovery Toys • Creative Playthings 	<p>checklists</p> <ul style="list-style-type: none"> • Product/performance assessed by rubrics, rating scale • STAR (ProEd) <p>Summative:</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • Portfolio • STAR (ProEd) 	
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Standard 4

WRITING: Writing Processes and Concepts

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
B.2.6 Use symbols or objects to communicate	<ul style="list-style-type: none"> • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing • Prompting • Repeated practice • Picture exchange system • Visual schedules, individual and classroom • Choice boards • Adapted story books with picture symbols/objects • Modeling 	<ul style="list-style-type: none"> • PECS materials • Sign language • AT devices • Mayer Johnson picture symbols • Picture This software • Picture It software • Visual Strategies for Including Communication • Handwriting without Tears • Magnadoodle • Squiggle Writer pen • Sensible Pencil • Templates • Art Easel • Slant boards • Raised line paper • Boarder defined paper • Pencil grippers 	<p>Formative:</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • Daily data sheets • Anecdotal notes • Teacher made checklists • Product/performance assessed by rubrics, rating scale • STAR (ProEd) <p>Summative:</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • Portfolio • STAR (ProEd) 	

		<ul style="list-style-type: none"> • Sand tray • Shaving cream writing • Board Maker • computer • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special_ed/index.htm 		
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Standard 5

WRITING: Writing Applications (Different Types of Writing and Their Characteristics)

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
B.2.13 Attempt to write and draw	<ul style="list-style-type: none"> • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing • Prompting • Repeated practice • Painting at easel • Variety of writing utensils • Modeling 	<ul style="list-style-type: none"> • Handwriting without Tears • Magnadoodle • Squiggle Writer pen • Sensible Pencil • Templates • Art Easel • Slant boards • Raised line paper • Boarder defined paper • Pencil grippers • Sand tray • Shaving cream writing • Computer touch window • www.communicationsymbols.com • www.picsearch.com 	<p>Formative:</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • Daily data sheets • Anecdotal notes • Teacher made checklists • Product/performance assessed by rubrics, rating scale • STAR (ProEd) <p>Summative:</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • Portfolio 	

		<ul style="list-style-type: none"> • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special_ed/index.htm 	<ul style="list-style-type: none"> • STAR (ProEd) 	
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Standard 6
WRITING: Written English Language Conventions

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>B.2.16 Make marks with writing tools</p> <p>B.2.17 Mark on paper rather than other surfaces</p>	<ul style="list-style-type: none"> • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing • Prompting • Repeated practice • Modeling 	<ul style="list-style-type: none"> • Handwriting without Tears • Magnadoodle • Squiggle Writer pen • Sensible Pencil • Templates • Art Easel • Slant boards • Raised line paper • Boarder defined paper • Pencil grippers • Sand tray • Shaving cream writing • Computer touch window • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special_ed/index.htm 	<p>Formative:</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • Daily data sheets • Anecdotal notes • Teacher made checklists • Product/performance assessed by rubrics, rating scale • STAR (ProEd) <p>Summative:</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • Portfolio • STAR (ProEd) 	

Standard 7

LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>B.3.3. Respond to arrival of a familiar person</p> <p>B.3.6 Imitate one-word vocalizations</p> <p>B.3.10 Engage in turn-taking vocalizations when prompted</p> <p>B.3.14 Shift attention along with communication partner</p> <p>B.3.15 Use action words</p> <p>B.3.16 Actively attend to things adult is showing</p> <p>B.3.19 Use two-word vocalizations, signs, symbols, or gestures to tell about objects and events in the present</p> <p>F.7.3 Stay with adult directed interactive activity or story for 10-15 minutes</p> <p>F.7.17 Initiate turn taking in play</p> <p>F.7.21 Engage in reciprocal conversations for two exchanges</p> <p>F.7.39 Give first name, upon request</p>	<ul style="list-style-type: none"> • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing • Prompting • Repeated practice • Picture exchange system • Play skills • Modeling • Effective classroom management strategies 	<ul style="list-style-type: none"> • Language for Learning • PECS • Do-Watch-Listen-Say • Timers • Board Maker • DAP toys • Echo microphone • Picture This software • Tape recorder • Language Master • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special_ed/index.htm • Super Duper Publications • Linguisystems, Inc. 	<p>Formative:</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • Daily data sheets • Anecdotal notes • Teacher made checklists • Product/performance assessed by rubric, rating scale • STAR (ProEd) <p>Summative:</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • Portfolio • STAR (ProEd) 	

English/Language Arts

Level: Primary (grades K-2)

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>F.1.24 Match the sound that begins own name with the sound that begins another word or name</p> <p>F.1.35 Name objects from picture books</p> <p>F.1.39 Talk about action pictures of family, pets, or self</p> <p>K.1.1 Identify the front cover, back cover, and title page of a book.</p> <p>K.1.2 Follow words from left to right and from top to bottom on the printed page.</p> <p>K.1.6 Recognize and name all letters of first name</p> <p>K.1.17 Read their own names.</p> <p>K.1.21 Identify [10] common signs and symbols.</p>	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice 	<ul style="list-style-type: none"> • Dolch Workbooks I & II by Spectrum • www.starfall.com • www.enchantedlearning.com (subscription needed) • www.readinga-z.com/ (subscription needed) • www.news-2-you.com (subscription necessary) • picture cards • Vital Words workbook • Language Master & cards • Survival words (BINGO, activity cards, software) by PCI • Just for Me Readiness Skills • Word Bank Thematic Flipbooks • www.speechfun.com • Interactive Big Books (Thinking Publications) • Who, Why, What, Where, When Bear Books (LinguiSystems) • I Can Read Game (Lakeshore) • ABSeas Game-Letter Identification (Discovery 	<p>Formative:</p> <ul style="list-style-type: none"> • Anecdotal records • Teacher observation (teacher-made checklists) • ISTAR • Permanent product <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • portfolios 	

		<p>Toys)</p> <ul style="list-style-type: none"> • Magnetic letter tiles • File Folder Games • Simon Sounds It Out (Don Johnston) • I Can Build Simple Words (Lakeshore) • Theme-Based Phonics (McGraw Hill) • Get Ready for the Code (Educators Publishing Service, www.epsbooks.com) • Print'n learn thematic units (Mayer-Johnson) • Alphabet Boxes (Lakeshore) • SRA Distar Reading and Language for Learning 		
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Standard 2
READING: Comprehension and Analysis of Nonfiction and Informational Text

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>F.3.2 Actively look for or keep attending to things and adult points to, shows, or talks about</p> <p>F.3.17 Identify a location where he/she is going or has been</p>	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice 	<ul style="list-style-type: none"> • www.news-2-you.com • File folder games • flashcards • Twig Books (The Wright Group) • The Original Social Stories Book • The New Social Stories Book • SRA Language for Learning 	<p>Formative:</p> <ul style="list-style-type: none"> • Anecdotal records • Teacher observation (teacher-made checklists) • ISTAR • Permanent product <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • portfolios 	

Standard 3
READING: Comprehension and Analysis of Literary Text

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>B.1.20 Anticipate actions, sounds, or phrases from a predictable story</p> <p>F.2.1 Identify a favorite story</p> <p>F.2.5 Tell one thing that happens in a familiar story</p> <p>F.3.7 Tells something that a favorite character does in a story</p> <p>F.3.16 Act out familiar scripted events and routines</p> <p>F.3.20 Identifies two characters that interact in a story</p>	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice 	<ul style="list-style-type: none"> • Read and Understand Stories and Activities (Evan Moore) • The Original Social Stories Book • The New Social Stories Book • www.starfall.com • Hands On Reading I, II & III (Mayer-Johnson) • Reading Milestones • SRA Language for Learning 	<p>Formative:</p> <ul style="list-style-type: none"> • Anecdotal records • Teacher observation (teacher-made checklists) • ISTAR • Permanent product <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • portfolios 	

Standard 4
WRITING: Writing Processes and Concepts

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>B.2.10 Engage someone else to record ideas in words, drawings, or symbols</p> <p>B.2.14 Use drawings or pictures to represent objects</p> <p>F.5.6 Scribble a message on a card or picture</p> <p>K.4.5 Write by moving from left to right and from top to bottom.</p>	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice • word processing 	<ul style="list-style-type: none"> • PixWriter • Writing with Symbols • IntelliTalk/IntelliKeys • Classroom Suite 	<p>Formative:</p> <ul style="list-style-type: none"> • Anecdotal records • Teacher observation (teacher-made checklists) • ISTAR • Permanent product <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • portfolios 	

Standard 5 WRITING: Writing Applications (Different Types of Writing and Their Characteristics)				
Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
F.5.7 Use writing or symbols to share an idea with someone	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice • word processing 	<ul style="list-style-type: none"> • PixWriter • Writing with Symbols • IntelliTalk/IntelliKeys • Classroom Suite • sentence strips 	Possible Assessment Tools: Formative: <ul style="list-style-type: none"> • Anecdotal records • Teacher observation (teacher-made checklists) • ISTAR • Permanent product Summative: <ul style="list-style-type: none"> • ISTAR • portfolios 	

Standard 6 WRITING: Written English Language Conventions				
Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
B.2.18 Imitate drawing a vertical line B.2.19 Imitate drawing a horizontal line B.2.20 Imitate drawing a circle	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice • word processing 	<ul style="list-style-type: none"> • Handwriting Without Tears • Pencil grips • Raised-line paper • dry erase boards/markers • tactile letter writing (sand, shaving cream, pudding) • slant board • Sensible Pencil • sentence strips 	Possible Assessment Tools: Formative: <ul style="list-style-type: none"> • Anecdotal records • Teacher observation (teacher-made checklists) • ISTAR • Permanent product Summative: <ul style="list-style-type: none"> • ISTAR • portfolios 	

Standard 7

LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>B.3.12 Jointly attend to pictures in books for several minutes</p> <p>F.7.4 Follow one-step spoken directions with prompts</p> <p>F.7.21 Engage in reciprocal conversations for two or three exchanges</p> <p>F.7.39 Give [first and last] name, age, and gender upon request</p>	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice 	<ul style="list-style-type: none"> • flashcards • personal information • Following directions (Frank Shaffer) • SRA Language for Learning 	<p>Formative:</p> <ul style="list-style-type: none"> • Anecdotal records • Teacher observation (teacher-made checklists) • ISTAR • Permanent product <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • portfolios 	

English/Language Arts

Level: Intermediate (grades 3-5)

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>F.1.33 Match upper to lower case letters</p> <p>K.1.5 Distinguish letters from words.</p> <p>K.1.6 Recognize and name all capital and lowercase letters of the alphabet.</p> <p>K.1.9 Listen to and say consonant-vowel-consonant (cvc) sounds and blend the sounds to make words.</p> <p>K.1.15 Read one-syllable and high-frequency (often-heard) words by sight.</p> <p>K.1.21 Identify [25] common signs and symbols.</p> <p>1.1.1 Match [one-syllable and high frequency] oral words to printed words.</p>	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice 	<ul style="list-style-type: none"> • Phonics workbooks (DLM) • Edmark Functional Words Series (Signs Around You) • Teacher's Helper Magazine • Dolch Workbooks I & II • Sight Words Reading Game (Scholastic) • www.News-2-You.com • picture cards • file folder • Simon Sounds It Out (Don Johnston) • I Can Build Simple Words • Survival words (BINGO, activity cards, software) by PCI • Theme-Based Phonics (McGraw-Hill) • Explode the Code (Educators Publishing Service, www.epsbooks.com) • Print'n learn thematic units (Mayer-Johnson) • Alphabet Boxes (Lakeshore) • SRA • www.readingatoz.com 	<p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • checklists (teacher checklists) • permanent product • ISTAR <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • portfolios 	

Standard 2 READING: Comprehension and Analysis of Nonfiction and Informational Text				
Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
F.3.21 Recall if something truly happened K.2.1 Locate the title and the name of the author of a book. K.2.3 Generate and respond to questions (<i>who, what, where</i>). K.2.4 Identify types of everyday print materials. K.2.5 Identify the order (first, last) of information.	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice 	<ul style="list-style-type: none"> • www.news-2-you.com • File folder games • Twig Books (The Wright Group) • flashcards • The Original Social Stories Book • The New Social Stories Book 	Formative: <ul style="list-style-type: none"> • anecdotal records • checklists (teacher checklists) • permanent product • ISTAR Summative: <ul style="list-style-type: none"> • ISTAR • portfolios 	

Standard 3 READING: Comprehension and Analysis of Literary Text				
Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
F.3.13 Talk about the cover of the book and illustrations prior to story being read F.3.14 Request or select a story by the title F.2.8 Identify the beginning, and end of a story F.3.8 Identifies the place pictured in a book F.3.20 Identify two characters that interact in a story	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice 	<ul style="list-style-type: none"> • Read and Understand Stories and Activities (Evan Moore) • The Original Social Stories Book • The New Social Stories Book • www.starfall.com • Hands On Reading I, II & III (Mayer-Johnson) • Reading Milestones 	Formative: <ul style="list-style-type: none"> • anecdotal records • checklists (teacher checklists) • permanent product • ISTAR Summative: <ul style="list-style-type: none"> • ISTAR • portfolios 	

1.3.5 Understand what is read by responding to questions (<i>who, what, where</i>).				
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Standard 4

WRITING: Writing Processes and Concepts

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>F.4.12 Dictate something for an adult to write down</p> <p>F.5.4 Draw name or a message on a card or picture</p> <p>K.4.3 Write (or on a computer) using pictures, letters, and words</p>	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice • word processing 	<ul style="list-style-type: none"> • PixWriter • Writing with Symbols • IntelliTalk/IntelliKeys • Classroom Suite • sentence strips 	<p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • checklists (teacher checklists) • permanent product • ISTAR <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • portfolios 	

Standard 5

WRITING: Writing Applications (Different Types of Writing and Their Characteristics)

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>K.5.1 Draw pictures and write words for a specific reason.</p> <p>K.5.2 Draw pictures and write for specific people or persons.</p>	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice • word processing 	<ul style="list-style-type: none"> • PixWriter • Writing with Symbols • IntelliTalk/IntelliKeys • Classroom Suite • sentence strips 	<p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • checklists (teacher checklists) • permanent product • ISTAR <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • portfolios 	

Standard 6 WRITING: Written English Language Conventions				
Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
F.4.5 Draw at the top or bottom of the page when requested F.4.6 Position paper for writing F.4.10 Use known letters or approximations of letters to represent written language F.6.1 Write from left to right F.6.2 Combine strokes and shapes to represent letters F.6.6 Write letters in strings F.6.10 Use correct grasp of writing tools	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice • word processing 	<ul style="list-style-type: none"> • Handwriting Without Tears • pencil grips • Raised-line paper • dry erase boards/markers • tactile letter writing (sand, shaving cream, pudding) • slant board • Sensible Pencil • sentence strips 	Formative: <ul style="list-style-type: none"> • anecdotal records • checklists (teacher checklists) • permanent product • ISTAR Summative: <ul style="list-style-type: none"> • ISTAR • portfolios 	

Standard 7 LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications				
Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
F.7.3 Stay with an adult directed activity or story for 10-15 minutes F.7.12 Follows two-steps spoken directions with prompts F.7.40 Give address upon request K.7.1 Understand and follow one- and two-step spoken directions.	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice 	<ul style="list-style-type: none"> • Flashcards • personal information • Following directions (Frank Shaffer) 	Formative: <ul style="list-style-type: none"> • anecdotal records • checklists (teacher checklists) • permanent product • ISTAR Summative: <ul style="list-style-type: none"> • ISTAR • portfolios 	

English/Language Arts

Level: Middle School (grades 6-8)

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>1.1.2 Identify letters, words, and sentences.</p> <p>1.1.3 Recognize that sentences start with capital letters and end with punctuation, such as periods, question marks, and exclamation points.</p> <p>1.1.4 Distinguish beginning, middle, and ending sounds in single-syllable words (words with only one vowel sound).</p> <p>1.1.7 Create and state a series of rhyming words.</p> <p>1.1.11 Read common sight words (words that are often seen and heard).</p> <p>1.1.16 Read and understand simple compound words (<i>birthday, anything</i>) and contractions (<i>isn't, aren't, can't, won't</i>).</p> <p>1.1.19 Identify and demonstrate meaning of important signs and symbols, such as stop signs, school crossing signs, or restroom symbols, from the colors, shapes, logos, and letters on the signs or symbols.</p> <p>2.1.7 Understand common</p>	<ul style="list-style-type: none"> • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing • Prompting • Repeated practice • Modeling 	<ul style="list-style-type: none"> • Reading Milestones Reading program • (Pro Ed) • Reading A-Z reading program • http://www.indianastandardsresources.org/ • Explode the Code • Lakeshore Picture word puzzles • Lakeshore "I can build simple words" • Lakeshore beginning sounds picture puzzles • Phonics Word Search Puzzles (Remedia) • What's GNU: 3 letter learning game- (Thinkfun) • Reading Milestones Reading program • Dolch word lists • Dolch workbooks 1 &2 • Reading Milestones Reading program • Flash cards • Edmark Functional Word Series • Reading A-Z reading 	<p>Formative:</p> <ul style="list-style-type: none"> • Reading Milestones workbooks • Reading A-Z worksheets • Anecdotal records • Documented teacher observation • Teacher created checklists • Edmark Functional Word Series assessments • http://www.indianastandardsresources.org <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Portfolio • Eckwall Shanker Reading Inventory 	

Middle School

<p>synonyms (words with the same meaning) and antonyms (words with opposite meanings)</p> <p>2.1.8 Use knowledge of individual words to predict the meaning of unknown compound words (lunchtime, lunchroom, daydream, raindrop).</p> <p>2.1.11 Know and use common word families (such as -ale, -est, -ine, -ock, -ump) when reading unfamiliar words</p>		<p>program</p> <ul style="list-style-type: none"> • Steck Vaughn Spelling Series • Reading Milestones Spelling 		
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Standard 2

READING: Comprehension and Analysis of Nonfiction and Informational Text

<p>Indicator(s):</p> <p>K.2.2 Use picture clues and context to aid comprehension and to make predictions about story content.</p> <p>K.2.3 Generate and respond to questions (<i>who, what, where [and why]</i>).</p> <p>1.2.4 Follow one-step written instructions.</p>	<p>Best Practice Instructional Strategies:</p>	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Reading Milestones Reading program • Super Duper fun decks • Synonyms • Opposites • Sequencing • Early Opposites magnate board 	<p>Formative:</p> <ul style="list-style-type: none"> • Reading Milestones workbooks • Reading A-Z worksheets • Anecdotal records • Documented teacher observation • Teacher created checklists • Edmark Functional Word Series assessments • http://www.indianastandardsresources.org <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Portfolio • Eckwall Shanker Reading Inventory 	<p>Teacher Notes:</p>
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Standard 3

READING: Comprehension and Analysis of Literary Text

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Formative:	Teacher Notes:
<p>1.3.1 Identify and describe the plot, setting, and character(s) in a story. Retell a story's beginning, middle, and ending.</p> <p>1.3.5 Understand what is read by responding to questions (<i>who, what, where, why</i>).</p> <p>2.3.6 Recognize the difference between fantasy and reality</p>		<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Reading Milestones Reading program • Reading A-Z reading program • Read and Understand Stories and Activities (Evan Moor) • Who, What, Why Activity Book (Mayer Johnson) 	<p>Formative:</p> <ul style="list-style-type: none"> • Reading Milestones workbooks • Reading A-Z worksheets • Anecdotal records • Documented teacher observation • Teacher created checklists • Edmark Functional Word Series assessments • http://www.indianastandardsresources.org <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Portfolio • Eckwall Shanker Reading Inventory 	

Standard 4 WRITING: Writing Processes and Concepts				
Indicator(s): 1.4.2 Use various organizational strategies to plan writing. 1.4.3 Revise writing for others to read. 1.4.5 Identify a variety of sources of information (books, online sources, pictures, charts, tables of contents, diagrams) and document the sources (titles) 2.4.5 Use a computer to draft, revise, and publish writing.	Best Practice Instructional Strategies:	Possible Materials and Resources: <ul style="list-style-type: none"> • Writing with symbols • Write outloud • Kidspiration • Steck-Vaughn Spelling Series 	Formative: <ul style="list-style-type: none"> • Anecdotal records • Documented teacher observation • Teacher created checklists • http://www.indianastandardsresources.org Summative: <ul style="list-style-type: none"> • ISTAR • Portfolio 	Teacher Notes:

Standard 5 WRITING: Writing Applications (Different Types of Writing and Their Characteristics)				
Indicator(s): 1.5.5 Write, dictate or use computer for different purposes and to a specific audience or person. Example: Write a thank you note to the store manager after a field trip to the local supermarket. 2.5.3 Write dictate or use	Best Practice Instructional Strategies:	Possible Materials and Resources: <ul style="list-style-type: none"> • Build a Sentence (game) 	Formative: <ul style="list-style-type: none"> • Anecdotal records • Documented teacher observation • Teacher created checklists • http://www.indianastandardsresources.org Summative: <ul style="list-style-type: none"> • ISTAR • Portfolio 	Teacher Notes:

Middle School

<p>computer a friendly letter complete with the date, salutation (greeting, such as Dear Mr. Smith), body, closing, and signature.</p>				
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Standard 6
WRITING: Written English Language Conventions

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Formative:	Teacher Notes:
<p>1.6.1 Print legibly and space letters, words, and sentences appropriately.</p> <p>1.6.2 Write in complete sentences</p> <p>1.6.6 Correctly use periods (I am five.), exclamation points (Help!), and question marks (How old are you?), at the end of sentences.</p> <p>1.6.7 Capitalize the first word of a sentence, names of people, and the pronoun I.</p>	<ul style="list-style-type: none"> • Write about events of the day • Plan lunch menu 	<ul style="list-style-type: none"> • Handwriting without Tears • White board/dry erase markers • Lined paper • Write a Super Sentence (Evan Moor) • Easy Sentence Writing (Remedia) 	<p>Formative:</p> <ul style="list-style-type: none"> • Anecdotal records • Documented teacher observation • Teacher created checklists • http://www.indianastandardsresources.org <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	

Standard 7 LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications				
Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Formative:	Teacher Notes:
K.7.2 Share information and ideas, speaking complete, coherent sentences. 1.7.1 Listen attentively 1.7.2 Ask questions for clarification and understanding 1.7.3 Give, restate, and follow simple two-step directions. 1.7.8 Relate an important life event or personal experience in a simple sentence.		<ul style="list-style-type: none"> Above resources 	Formative: <ul style="list-style-type: none"> Anecdotal records Documented teacher observation Teacher created checklists http://www.indianastandardsresources.org Summative: <ul style="list-style-type: none"> ISTAR Portfolio 	

English/Language Arts

Level: High School (grades 9-12)

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>K.1.19 Learn and apply knowledge of alphabetical order (first letter)</p> <p>1.1.19 Identify important workplace and environmental signs and symbols, such as stop signs, school crossing signs, or restroom symbols, from the colors, shapes, logos, and letters on the signs or symbols.</p> <p>1.1.1 Demonstrate an awareness of the sounds that are made by different letters by:</p> <ul style="list-style-type: none"> • distinguish beginning, and ending sounds in words. • clearly pronouncing blends and vowel sounds. <p>2.1.4 Recognize common abbreviations (Jan., Fri.).</p> <p>2.1.1 Identify simple multiple-meaning words (change, duck can, board, and cap).</p> <p>4.1.2 Apply knowledge of synonyms (words with the same meaning), antonyms</p>	<ul style="list-style-type: none"> • 1:1 instruction • Small Group Instruction • Reinforcement • Cueing • Prompting • Repeated Practice • Community Based Instruction 	<ul style="list-style-type: none"> • Edmark Functional Sign Program • SRA Reading Program • News-2-You (www.news-2-you.com) • Picture Cards • Survival Word Cards • Letters, Signs, Calendars • Community Signs • www.speakingofspeech.com • www.tampareads.com • www.starfall.com • Books, menus, newspapers, schedules • Recipes • Bailey's Book House Software (available from AT Library) • Edmark Let's Go Read Software (available from AT Library) • TLC Writing Tools Series (available from AT Library) • Don Johnston Word Maker Software (available from AT Library) • Reading Blaster Software (available from AT Library) • www.lessonlocator.org (Indiana Academic Standards based lesson plans and assessments) 	<p>Formative:</p> <ul style="list-style-type: none"> • Anecdotal Records • Teacher Checklists • Permanent Product with rubric <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	

High School

<p>(words with opposite meanings) and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.</p>		<ul style="list-style-type: none">• www.unitedstreaming.com (online streaming videos – requires a subscription)		
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Standard 2 READING: Comprehension and Analysis of Nonfiction and Informational Text				
<p>Indicator(s):</p> <p>1.2.3 Respond to <i>who, what, when, where, why,</i> and <i>how</i> questions and discuss the main idea of what is read.</p> <p>1.2.7 Relate prior knowledge to what is read.</p> <p>2.2.2 State the purpose for reading including vocational purposes.</p> <p>3.2.7 Follow simple multiple-step written instructions including vocational instructional situations.</p> <p>3.2.9 Identify text that uses sequence or other logical order (alphabetical, time, categorical including sequential text for vocational applications)</p> <p>6.2.1 Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • 1:1 instruction • Small Group Instruction • Reinforcement • Cueing • Prompting • Repeated Practice • Community Based Instruction 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Books, Newspapers, Menus, Schedules, Magazines, Websites, E-mails • Checklists • News-2-You (www.news-2-you.com) • Recipes • Product Directions • Social Stories • Clicker Software and books (Available from AT Library) • How to Read for Everyday Living – CD rom and Instructor Guide (available from Transition Library) • www.lessonlocator.org (Indiana Academic Standards based lesson plans and assessments) • www.unitedstreaming.com (online streaming videos – requires a subscription) 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Anecdotal Records • Teacher Checklists • Permanent Product with rubric <p>Summative</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	<p>Teacher Notes:</p>

Standard 3

READING: Comprehension and Analysis of Literary Text

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>2.3.5 Confirm predictions about what will happen next in a story.</p> <p>4.3.3 Use knowledge of the situation, setting, and or a character's traits, motivations, and feelings to determine the causes for that character's actions.</p> <p>6.3.8 Critique the believability of characters and a plot</p> <p>6.3.9 Identify the main problem or conflict of the plot and explain how it is resolved.</p>	<ul style="list-style-type: none"> • 1:1 instruction • Small Group Instruction • Reinforcement • Cueing • Prompting • Repeated Practice • Community Based Instruction 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Books • Reading Milestones • SRA Reading Program • Audio books • Edcon's Bring the Classics to Life • www.starfall.com • www.scholastic.com • www.edhelper.com (subscription required) • www.atozreading.com (subscription required) • Word Way Website – Carl's Corner • www.brainpop.com • www.ezschool.com • www.abcteach.com • Reader Rabbit Interactive Storybooks Software (available from AT Library) • Animated storybooks Software (available from AT Library) • Teach Me Language (Available from Autism resource Library) • www.lessonlocator.org (Indiana Academic Standards based lesson plans and assessments) • www.unitedstreaming.com (online streaming videos – requires a subscription) 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Anecdotal Records • Teacher Checklists • Permanent Product with rubric <p>Summative</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	

Standard 4

WRITING: Writing Processes and Concepts

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>2.4.8 Revise original drafts to improve sequence (the order of events) or to provide more descriptive detail</p> <p>3.4.9 Organize related ideas together within a paragraph to maintain a consistent focus.</p> <p>4.4.4 Use logical organizational structures for providing information in writing such as chronological order, cause and effect, similarity and difference, and posing and answering a question.</p> <p>4.4.9 Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer terminology.</p>	<ul style="list-style-type: none"> • 1:1 instruction • Small Group Instruction • Reinforcement • Cueing • Prompting • Repeated Practice • Community Based Instruction • Graphic Organizers 	<ul style="list-style-type: none"> • Computer • Word Prediction Software • Intellikeys • Teach Me Language • www.lessonlocator.org (Indiana Academic Standards based lesson plans and assessments) • www.unitedstreaming.com (online streaming videos – requires a subscription) 	<p>Formative:</p> <ul style="list-style-type: none"> • Anecdotal Records • Teacher Checklists • Permanent Product with rubric <p>Summative</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	

Standard 5

WRITING: Writing Applications (Different Types of Writing and Their Characteristics)

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>1.5.1 Write brief narratives describing an experience.</p> <p>1.5.2 Write a brief expository (informational) description of a real object, person, place, or event using sensory details.</p> <p>2.5.3 Write a friendly letter complete with the date, salutation (greeting such as Dear Mrs. Smith), body, closing, and signature.</p> <p>2.5.7 Write responses to literature that demonstrate an understanding of what is read.</p>	<ul style="list-style-type: none"> • 1:1 instruction • Small Group Instruction • Reinforcement • Cueing • Prompting • Repeated Practice • Community Based Instruction • Graphic Organizers 	<ul style="list-style-type: none"> • Computer • Word Prediction Software • Intellikeys • Story Starters • E-mails • www.lessonlocator.org (Indiana Academic Standards based lesson plans and assessments) • www.unitedstreaming.com (online streaming videos – requires a subscription) 	<p>Formative:</p> <ul style="list-style-type: none"> • Anecdotal Records • Teacher Checklists • Permanent Product with rubric <p>Summative</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	

Standard 6

WRITING: Written English Language Conventions

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>3.6.3 Identify and use subjects and verbs that are in agreement (we are instead of we is.)</p> <p>3.6.6 Use commas in dates (August 15, 2001), locations (Fort Wayne, Indiana), and addresses</p>	<ul style="list-style-type: none"> • 1:1 instruction • Small Group Instruction • Reinforcement • Cueing • Prompting • Repeated Practice 	<ul style="list-style-type: none"> • SRA Reading • Letters • Phonebooks, Dictionaries, Library • Online Card Catalog • Filing • Rolodex • Remedia Phonebooks and Directories 	<p>Formative:</p> <ul style="list-style-type: none"> • Anecdotal Records • Teacher Checklists • Permanent Product with rubric <p>Summative</p> <ul style="list-style-type: none"> • ISTAR 	

<p>(431 Coral Way, Miami, FL) 3.6.9 Arrange words in alphabetical order.</p>	<ul style="list-style-type: none"> Community Based Instruction 	<ul style="list-style-type: none"> www.englishbanana.com www.tinsnips.org www.enchantedlearning.com (some free activities) www.lessonlocator.org (Indiana Academic Standards based lesson plans and assessments) www.unitedstreaming.com (online streaming videos – requires a subscription) 	<ul style="list-style-type: none"> Portfolio 	
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Standard 7

LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>2.7.2 Ask for clarification and explanation of ideas and directions.</p> <p>2.7.4 Give and follow three- and four-step oral directions.</p> <p>2.7.6 Speak clearly and at an appropriate pace for the type of communication (such as an informal discussion or a report).</p> <p>2.7.7 Tell experiences in a logical order (chronological order, order of importance, spatial order).</p> <p>3.7.1 Retell, paraphrase, and explain what a speaker has said.</p> <p>3.7.3 Answer questions completely and appropriately</p>	<ul style="list-style-type: none"> 1:1 instruction Small Group Instruction Reinforcement Cueing Prompting Repeated Practice Community Based Instruction Direct Instruction 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> Laureate Following Directions Software (available from AT Library) www.lessonlocator.org (Indiana Academic Standards based lesson plans and assessments) www.unitedstreaming.com (online streaming videos – requires a subscription) 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> Anecdotal Records Teacher Checklists Permanent Product with rubric <p>Summative</p> <ul style="list-style-type: none"> ISTAR Portfolio 	

Focus of Mathematics within the Standards-Based Life Skills Curriculum

Students participating in the Standards-Based Life Skills Curriculum will acquire and demonstrate specific mathematical skills based on the Indiana Academic Standards and indicators in the areas of:

- Number Sense
- Computation
- Algebra and Functions
- Geometry
- Measurement
- Problem Solving

Early Childhood (Ages 3-5)

- Match like numerals
- Give 1 object when asked
- Give “more” when asked
- Put objects into groups by attributes
- Distinguish big and little
- Choose between two activities
- Complete an inset puzzle of 3 or more pieces

Primary (Grades K-2)

- Count a number of objects up to 12
- Match number symbols with amounts 12
- Apply one-to-one correspondence with objects and people
- Reproduce simple AB patterns of concrete objects
- Sorts a group of objects by more than one way
- Complete interlocking puzzle of 8 to 12 pieces
- Relate time to events with pictures and symbols

Intermediate (Grades 3-5)

- Identifies the next number in a series of numbers up to 31
- Count, read, and write whole numbers* up to 31
- Compare sets of up to ten objects and identify whether one set is equal to, more than, or less than another
- Use manipulatives for addition situations for sums less than five
- Use manipulatives for subtraction situations for sums less than five
- Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group.
- Copy circles, squares, triangles, and rectangles
- Identify circles, squares, triangles, and rectangles
- Identify ten body parts
- Understand concepts of time: today, yesterday, tomorrow. Understand that clocks and calendars are tools that measure time.
- Tell time to the nearest hour and relate time to events (before/after, shorter/longer)
- Identify and give the values of pennies, nickels, dimes, quarters, and dollars

Middle School (Grades 6-8)

- Count, read, and write whole numbers* up to 100
- Count by ones, fives, and tens to 100
- Identify numbers up to 100 in various combinations of tens and ones
- Model addition by joining sets of objects (for any two sets with fewer than 10 objects when joined)
- Model subtraction by removing objects from sets (for numbers less than 10)
- Demonstrate the meaning of the symbols +, -, and =
- Recognize geometric shapes: triangles, rectangles, squares, and circles and structures in the environment and specify their locations
- Make direct comparisons of length, capacity, weight, temperature of objects, and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler or holds more
- Understand concepts of time: morning, afternoon, evening, today, yesterday, tomorrow, week, month, and year. Understand that clocks and calendars are tools that measure time and match clock face to event
- Tell time to the nearest half-hour and relate time to events (before/after, shorter/longer)
- Identify and give the values of collections of pennies, nickels, and dimes
- Find the value of a collection of pennies, nickels, dimes, quarters, and dollars

High School (Grades 9+)

- Represent, compare, and interpret data using pictures and picture graphs
- Solve problems involving multiplication and division of any whole numbers with a calculator
- Demonstrate the relationships among inch, foot, and yard
- Read a thermometer
- Tell time to the nearest minute and find how much time has elapsed

Mathematics

Level: Early Childhood (ages 3-5)

Standard 1 Number Sense

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>B.1.1 Repeats a movement like a thump or a clap</p> <p>B.1.10 Touch in sequence, one at a time</p> <p>B.1.11 Use fingers to show how many or age of self</p> <p>B.1.14 Match like numerals</p> <p>B.1.15 Give 1 object when asked</p> <p>B.1.20 Share a set of 2 with a friend</p> <p>F.1.8 Rote counts to 5</p>	<ul style="list-style-type: none"> • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing • Prompting • Repeated practice • Modeling 	<ul style="list-style-type: none"> • Rhythm band instruments • Songs and rhymes • Magnetic numerals • Number Sound Puzzle • Manipulative • Calendar activities • Snack items • Flannel board/magnet numbers and pictures • Counting songs and rhymes • DAP toys • Sensory materials/play dough etc. • Board games • Computer games • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special_ed/index.htm 	<p>Formative:</p> <ul style="list-style-type: none"> • Teacher made checklists • Daily data sheets • Anecdotal records • AIMSWEB • STAR (ProEd) <p>Summative</p> <ul style="list-style-type: none"> • ISTAR • ABLLS • Portfolio • AIMSWEB • STAR (ProEd) 	

Standard 2 Computation

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>B.2.5 Take away an object when asked</p> <p>B.2.6 Show something that was received</p> <p>B.2.1 Select the preferred item when given two choices</p> <p>B.2.12 Give “more” when asked [with prompt]</p> <p>B.2.19 Line up objects</p> <p>B.2.14 Feed pieces of food to another person, pet or plaything;</p> <p>B.2.15 Move objects one at a time from one group or container to another</p>	<ul style="list-style-type: none"> • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing • Prompting • Repeated practice • Modeling 	<ul style="list-style-type: none"> • Choice board • Manipulatives • Objects/toys • Match and Sort (Different Roads to Learning) • Play food sets (McDonalds, Dairy Queen, Subway, etc.) • Snack items • Sensory materials(buckets, scoops) • Flannel board/magnet pictures • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special_ed/index.htm 	<p>Formative:</p> <ul style="list-style-type: none"> • Teacher made checklists • Daily data sheets • Anecdotal records • STAR (ProEd) <p>Summative</p> <ul style="list-style-type: none"> • ISTAR • ABLLS • Portfolio • STAR (ProEd) 	

Standard 3 Algebra and Functions

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>B.3.4 Clap hands and waves bye if prompted</p> <p>B.3.10 Put things in order</p> <p>B.3.12 Claim objects as “mine”</p>	<ul style="list-style-type: none"> • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing 	<ul style="list-style-type: none"> • Manipulatives • Story cards • DAP toys • Personal belongings • www.communicationsymbols.com • www.picsearch.com 	<p>Formative:</p> <ul style="list-style-type: none"> • Teacher made checklists • Daily data sheets • Anecdotal records • STAR (ProEd) 	

Early Childhood

	<ul style="list-style-type: none"> • Prompting • Repeated practice • Modeling 	<ul style="list-style-type: none"> • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special_ed/index.htm 	<p>Summative</p> <ul style="list-style-type: none"> • ISTAR • ABLLS • Portfolio • STAR (ProEd) 	
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**Standard 4
Geometry**

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>B.4.9 Identify 3 body parts</p> <p>B.4.11 Put things in and out of other things</p> <p>B.4.12 Put things on and off of other things</p> <p>B.4.13 Find hidden objects or sounds</p> <p>B.4.14 Hide behind or between objects in play</p> <p>B.4.18 Imitates drawing a horizontal line, vertical line, and a circle</p> <p>F.4.15 Identify circles, squares, triangles and rectangles</p> <p>F.4.19 Put objects into groups by attributes</p>	<ul style="list-style-type: none"> • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing • Prompting • Repeated practice • Modeling • Sorting and matching 	<ul style="list-style-type: none"> • DAP toys • Mirror • Obstacle course • Shape & color coaster • Wooden beads • Colored cubes • Containers • Shape sorter • Lacing card • Colorama game (Integrations) • Triple Try (Integrations) • Easel • Doodle board • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special_ed/index.htm • Nesting cubes/blocks • Measure-Up cups (Disc. Toys) • Writing utensils 	<p>Formative:</p> <ul style="list-style-type: none"> • Teacher made checklists • Daily data sheets • Anecdotal records • STAR (ProEd) <p>Summative</p> <ul style="list-style-type: none"> • ISTAR • ABLL • Portfolio • STAR (ProEd) 	

		<ul style="list-style-type: none"> • Category sorting set (Different Roads To Learning) 		
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**Standard 5
Measurement**

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>B.5.2 Communicate when something is empty or “all gone”</p> <p>B.5.13 Distinguish big and little</p> <p>B.5.14 Make choices based on size</p> <p>B.5.15 Identify when objects are similar</p> <p>F.5.5 Use cups and tools in sand and water</p> <p>F.5.21 Choose between two activities</p>	<ul style="list-style-type: none"> • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing • Prompting • Repeated practice • Modeling • Sorting and matching 	<ul style="list-style-type: none"> • Water/Sand Table • Choice board • Visual/object schedule • Nesting cubes/blocks/cups • Big/little sorting sets • Shape sorters • Category sorting sets • Sensory table/materials • DAP toys • Computer games • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special_ed/index.htm 	<p>Formative:</p> <ul style="list-style-type: none"> • Teacher made checklists • Daily data sheets • Anecdotal records • STAR (ProEd) <p>Summative</p> <ul style="list-style-type: none"> • ISTAR • ABLLS • Portfolio • STAR (ProEd) 	

Standard 6 Problem Solving

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>B.6.2 Show interest in something out of place, like finding a small object on the carpet</p> <p>B.6.6 Indicate a need</p> <p>B.6.15 Anticipate and navigate around environmental barriers</p> <p>B.6.20 Take simple objects apart</p> <p>B.6.22 Complete an inset puzzle of 3 or more pieces</p> <p>B.6.25 Communicate disappointment</p> <p>F.6.1 Identifies single attributes of objects by size, shape, or color</p> <p>F.6.5 Find an indirect way to obtain an object</p> <p>F.6.19 See a simple task through to completion with prompts</p>	<ul style="list-style-type: none"> • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing • Prompting • Repeated practice • Modeling • Sorting and matching 	<ul style="list-style-type: none"> • Matching/sorting sets • “How Do I Feel” interactive reading book • Picture/object schedule/board • Communication board • Puzzles • Category • Fold Up Play tunnel • Shape sorter • Simple construction set • Obstacle course • Playground equipment • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special_ed/index.htm 	<p>Formative:</p> <ul style="list-style-type: none"> • Teacher made checklists • Daily data sheets • Anecdotal records • STAR (ProEd) <p>Summative</p> <ul style="list-style-type: none"> • ISTAR • ABLLS • Portfolio • STAR (ProEd) 	

Mathematics

Level: Primary (grades K-2)

Standard 1 Number Sense

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>F.1.1 Sing and dance to a number song</p> <p>F.1.2 Count a number of objects up to 12.</p> <p>F.1.6 Use whole numbers up to 12 to describe objects and experiences</p> <p>F.1.10 Rote count to 12</p> <p>F.1.11 Give "all" objects when asked</p> <p>F.1.17 Match number symbols with amounts 12</p> <p>F1.18 Apply one-to-one correspondence with objects and people</p>	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Manipulatives • dry erase boards/markers • Early Math Skill Builder Box • Counting Boxes (Lakeshore) • Math Learning Boxes (Lakeshore) • Counting Animals 110 (Lauri) • File Folder Games • Math Centers (Lakeshore) • Cookie Sheet Magnetic Math (Lakeshore) • Peg the Numbers puzzle 110 (Lauri) • Num-bright 120 (Judy/Instructo) • Dominoes • Lakeshore Counting Cakes • Hi Ho Cherry-O (Golden) • Count 'N Sort (MacMillan) • Numbers 120 (3 piece matching puzzle-Frank Schaffer Publications) • Counting puzzles (Lauri) • Number play 110 puzzle (Lauri) • Dotto-Dot • Math workbooks (Continental Express) • All About Math Photo Library (Lakeshore) 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Anecdotal records • Work samples • Teacher observation (teacher-made checklists) • ISTAR <p>Summative</p> <ul style="list-style-type: none"> • ISTAR • portfolios 	

		<ul style="list-style-type: none"> • computer games • Uni-fix Blocks • Touch Math • Bingo Bears Game (Learning Resources) • Button Box Math (Ideal) • 3 Bear Family Sorting Cards (Learning Resources) • Math Readiness Center (Child Craft) • Sorting Box Program (Child Craft) • Play and Learn Math Game (Lakeshore) • My First Hundreds Board (Jactoys) • Everyday Math • www.themathworksheetsite.com 		
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Standard 2 Computation

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>F.2.3 Count on fingers</p> <p>F.2.6 Make a collection of items smaller by taking away items when asked</p> <p>F.2.7 Make a collection of items larger by adding items when asked</p>	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • I Can Add and Subtract Math Mats (Lakeshore) • Peg It Facts Board (Ideal) • See and Saw Visual Calculator (PCI) • Instant Learning Center Addition (Lakeshore) • Manipulatives • Continental Math Workbooks • Everyday Math • Dominoes, Unifix cubes • www.themathworksheetsite.com • Mathasaurus program 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Anecdotal records • Permanent product • Teacher observation (teacher-made checklists) • ISTAR <p>Summative</p> <ul style="list-style-type: none"> • -STAR 	

Standard 3 Algebra and Functions				
Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>F.3.1 Follow along and imitates patterns of sounds and movement</p> <p>F.3.3 Reproduce simple AB patterns of concrete objects</p> <p>F.3.4 Represent objects / activities by drawing or selecting pictures</p> <p>F.3.10 Name groups of objects</p> <p>3.3.7 Plot and label whole numbers on a number line or grid up to 10.</p>	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice 	<ul style="list-style-type: none"> • Everyday Math • www.themathworksheetsite.com • number lines • Unifix pattern cards • Patterning Bugs • manipulatives (counting bears) • Bear Attribute Cards (MacMillan) • Patterning Cards • 3 Bear Family Activity Cards (Learning Resources) • Stringing beads • Geoboards/Pegboards • Hands on Math Center Patterning • Creative Color Cubes and Patterns (learning Resources) • Workboxes 	<p>Formative:</p> <ul style="list-style-type: none"> • Anecdotal records • Permanent Product • Teacher observation (teacher-made checklists) • ISTAR <p>Summative</p> <ul style="list-style-type: none"> • ISTAR • portfolios 	

Standard 4 Geometry				
Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>F.4.7 Sorts a group of objects by more than one way</p> <p>F.4.20 Complete interlocking puzzle of 8 to 12 pieces</p> <p>F.4.17 Identify five body parts</p>	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice 	<ul style="list-style-type: none"> • Everyday Math • www.themathworksheetsite.com • Picture Perfect Design Tiles (Education Insights) • Basic Mosaics (Lakeshore) • Creative Color Cubes and Patterns (learning Resources) 	<p>Formative:</p> <ul style="list-style-type: none"> • Anecdotal records • Permanent product • Teacher observation (teachermade checklists) • ISTAR 	

Primary

		<ul style="list-style-type: none"> puzzles (floor, borderless, bordered) Body Part Cards Early Math Skill Builder Box Count 'N Sort Game (MacMillan) Button Box Math (Ideal) Counting Bears Hands on Math Centers (Shape Matching) (Lakeshore) Shape Sorting Clock (Melissa and Doug) Tanagrams 	<p>Summative</p> <ul style="list-style-type: none"> ISTAR 	
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**Standard 5
Measurement**

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>F.5.2 Follow steps in a simple routine</p> <p>F.5.3 Order three objects by size</p> <p>F.5.4 Use any descriptive word or gesture to express amount or size</p> <p>F.5.9 Communicate feelings of hot and cold</p> <p>F.5.14 Relate time to events with pictures and symbols</p> <p>F.5.17 Tell what activity comes first and what follows in a sequence</p>	<ul style="list-style-type: none"> 1:1 instruction small group instruction reinforcement cueing prompting repeated practice 	<ul style="list-style-type: none"> Everyday Math www.themathworksheetsite.com Early Language Concept Kit (Comparing SizesLakeshore) Hands on Math Centers PECS symbols clock (large/individual) Sequencing cards manipulatives Continental Press Workbooks Telling Time match me cards (Trend) Money Match Me Cards (Trend) Coinulator (& worksheets) PCI Publishing Instant Learning Center (Lakeshore) 	<p>Formative:</p> <ul style="list-style-type: none"> Anecdotal records Permanent product Teacher observation (teacher-made checklists) ISTAR <p>Summative</p> <ul style="list-style-type: none"> ISTAR 	

Standard 6 Problem Solving				
Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>B.6.17 Identify when objects are different</p> <p>F.6.2 Identify the missing object</p> <p>F.6.18 Imitate the use of an adult tool in play</p>	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice 	<ul style="list-style-type: none"> • Same/different flashcards • sequencing cards • calendars • toy workbench • toy kitchen utensils • doctor/nurse toys 	<p>Formative:</p> <ul style="list-style-type: none"> • Anecdotal records • Permanent product • Teacher observation (teacher-made checklists) • ISTAR <p>Summative</p> <ul style="list-style-type: none"> • ISTAR 	

Mathematics

Level: Intermediate (grades 3-5)

Standard 1 Number Sense

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>F.1.3 Count each object only once</p> <p>F.1.7 Identify when objects are the same number, even if arrangement is changed</p> <p>F.1.9 Draw pictures or symbols to represent a spoken number</p> <p>F.1.19 Identifies the next number in a series of numbers up to 31</p> <p>K.1.1 Match sets of objects one-to-one.</p> <p>K.1.2 Compare sets of up to ten objects and identify whether one set is equal to, more than, or less than another.</p> <p>1.1.1 Count, read, and write whole numbers* up to 31.</p>	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice 	<ul style="list-style-type: none"> • Manipulatives • Early Math Skill Builder Box • Counting Boxes (Lakeshore) • Math Learning Boxes (Lakeshore) • Counting Animals 1-10 (Lauri) • File Folder Games • Math Centers (Lakeshore) • Cookie Sheet Magnetic Math (Lakeshore) • Peg the Numbers puzzle 1-10 (Lauri) • Numbright 1-20 (Judy/Instructo) • Dominoes • Lakeshore Counting Cakes • Hi Ho Cherry-O (Golden) • Count 'N Sort (MacMillan) • Numbers 1-20 (3 piece matching puzzle-Frank Schaffer Publications) • Counting puzzles (Lauri) • Number play 1-10 puzzle (Lauri) • Dot-to-Dot • Math workbooks (Continental Express) • All About Math Photo Library (Lakeshore) 	<p>Formative:</p> <ul style="list-style-type: none"> • Anecdotal records • Permanent products • Teacher observations (teacher made checklists) • ISTAR <p>Summative</p> <ul style="list-style-type: none"> • ISTAR • portfolios 	

Intermediate

		<ul style="list-style-type: none"> • computer games • Unifix Blocks • Touch Math • Bingo Bears Game (Learning Resources) • Button Box Math (Ideal) • 3 Bear Family Sorting Cards (Learning Resources) • Math Readiness Center (ChildCraft) • Sorting Box Program (ChildCraft) • Play and Learn Math Game (Lakeshore) • My First Hundreds Board (Jactoys) • Everyday Math • www.themathworksheetsite.com • dry erase boards/markers 		
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**Standard 2
Computation**

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>B.2.16 Identify the object that had been added to a group</p> <p>B.2.17 Identify that something was taken</p> <p>F.2.14 Combine a whole quantity of something (e.g., pop beads)</p> <p>F.2.11 Use manipulatives for addition situations for sums less than five</p> <p>F.2.12 Use manipulatives for</p>	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice 	<ul style="list-style-type: none"> • I Can Add and Subtract Math Mats (Lakeshore) • Peg It Facts Board (Ideal) • See and Saw Visual Calculator (PCI) • Instant Learning Center Addition (Lakeshore) • Manipulatives • Continental Math Workbooks • Everyday Math • Dominoes • Unifix cubes 	<p>Formative:</p> <ul style="list-style-type: none"> • Anecdotal records • Permanent products • Teacher observations (teacher made checklists) • ISTAR <p>Summative</p> <ul style="list-style-type: none"> • ISTAR • portfolios 	

Intermediate

subtraction situations for sums less than five		<ul style="list-style-type: none"> • www.themathworksheetsite.com • Mathasaurus program 		
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Standard 3 Algebra and Functions				
Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>F.3.4 Represent objects/activities by drawing or selecting pictures</p> <p>F.3.5 Predict what comes next when shown a simple AB pattern of concrete objects</p> <p>F.3.13 Categorize familiar objects by function and class</p> <p>K.3.1 Identify, sort, and classify objects by size, number, and other attributes. Identify objects that do not belong to a particular group.</p> <p>K.3.2 Copy, and make simple patterns with objects and shapes.</p> <p>3.3.7 Plot and label whole numbers on a number</p>	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice 	<ul style="list-style-type: none"> • Everyday Math • www.mathworksheetsite.com • number lines • Unifix pattern cards • Patterning Bugs • manipulatives (counting bears) • Bear Attribute Cards (MacMillan) • Patterning Cards • 3 Bear Family Activity Cards (Learning Resources) • Stringing beads • Geoboards/Pegboards • Hands on Math Center Patterning • Creative Color Cubes and Patterns (learning Resources) • Workboxes • www.themathworksheetsite.com 	<p>Formative:</p> <ul style="list-style-type: none"> • Anecdotal records • Permanent products • Teacher observations (teacher made checklists) • ISTAR <p>Summative</p> <ul style="list-style-type: none"> • ISTAR • portfolios 	

Intermediate

line [or grid] up to 20.				
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**Standard 4
Geometry**

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>F.4.9 Use “on” and “off” to indicate where things are in space</p> <p>F.4.10 Use the words “here” or “there” to indicate where things are in space</p> <p>F.4.14 Copy circles, squares, triangles, and rectangles</p> <p>F.4.15 Identify circles, squares, triangles, and rectangles</p> <p>F.4.17 Identify ten body parts</p> <p>K.4.2 Compare and sort common objects by position, shape, size, roundness.</p> <p>K.4.3 Identify and use the terms: <i>inside</i>, <i>outside</i>, <i>between</i>, <i>above</i>, and <i>below</i>.</p>	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice 	<ul style="list-style-type: none"> • Everyday Math • www.themathworksheetsite.com • Picture Perfect Design Tiles (Education Insights) • Basic Mosaics (Lakeshore) • Creative Color Cubes and Patterns (learning Resources) • puzzles (floor, borderless, bordered) • Body Part Cards • Early Math Skill Builder Box • Count ‘N Sort Game (MacMillan) • Button Box Math (Ideal) • Counting Bears • Geometric shapes (plastic) • Tanagrams • Shape Bingo • magnetic shapes • Hands on Math Centers (Shape Matching) (Lakeshore) • Shape Sorting Clock (Melissa and Doug) 	<p>Formative:</p> <ul style="list-style-type: none"> • Anecdotal records • Permanent products • Teacher observations (teacher made checklists) • ISTAR <p>Summative</p> <ul style="list-style-type: none"> • ISTAR • portfolios 	

Standard 5 Measurement

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>F.5.1 Follow a daily schedule</p> <p>F.5.8 Identify when something is hot and cold</p> <p>F.5.10 Sort objects into long and short</p> <p>F.5.11 Identify similarities and differences in objects</p> <p>F.5.16 Tell what comes before and after</p> <p>F.5.18 Tell three events in chronological order</p> <p>K.5.1 Make direct comparisons of the length, capacity, weight, and temperature of objects and recognize which object is shorter, longer and taller.</p> <p>K.5.2 Understand concepts of time: today, yesterday and tomorrow. Understand that clocks and calendars are tools that measure time.</p> <p>1.5.6 Tell time to the</p>	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice 	<ul style="list-style-type: none"> • Everyday Math • www.themathworksheetsite.com • Early Language Concept Kit (Comparing Sizes Lakeshore) • Hands on Math Centers • PECS symbols • Judy Clock (large/individual) • Sequencing cards • manipulatives • Continental Press Workbooks • Telling Time match me cards (Trend) • Money Match Me Cards (Trend) • Coinulator (& worksheets) PCI Publishing • Instant Learning Center (Lakeshore) • Picture schedules • Board Maker icons 	<p>Formative:</p> <ul style="list-style-type: none"> • Anecdotal records • Permanent products • Teacher observations (teacher made checklists) • ISTAR <p>Summative</p> <ul style="list-style-type: none"> • ISTAR • portfolios 	

Intermediate

<p>1.5.7 nearest hour and relate time to events (before/after, shorter/longer). Identify and give the values of pennies, nickels, dimes, [quarters, and dollars].</p>				
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**Standard 6
Problem Solving**

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>B.6.14 Put things in order B.6.23 See a simple task through to completion F.6.10 Make guesses related to quantity F.6.20 Recognize silly absurdities in song and play</p>	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Same/different flashcards • sequencing cards • calendars • timers • www.themathworksheetsite.com 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Anecdotal records • Permanent products • Teacher observations (teacher checklists) • ISTAR <p>Summative</p> <ul style="list-style-type: none"> • ISTAR • portfolios 	

Mathematics

Level: Middle School (grades 6-8)

Standard 1 Number Sense

Indicator(s):	Best Practice Instructional Strategies: <i>(These are strategies for all indicators)</i>	Possible Materials and Resources:	Possible Assessment Tools: <i>(These are assessment tools for all indicators)</i>	Teacher Notes:
<p>F2 Uses a tally system</p> <p>K.1.3 Know that larger numerals represent more objects than numerals represent.</p> <p>K.1.6 Count, recognize, represent, name, and order a number of objects (up to 10).</p> <p>K.1.7 Find the number that is one more than or one less than any whole number* up to 10.</p> <p>K.1.8 Use correctly the words <i>one/many, none/some/all, more/less, and most/least..</i></p> <p>1.1.1 Count, read, and write whole numbers* up to 100.</p> <p>1.1.4 Name the number that is one more than or one less than any number up to 100.</p> <p>2.1.1 Count by ones, fives, and tens to 100.</p> <p>2.1.3 Identify numbers up to 100 in various</p>	<ul style="list-style-type: none"> • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing • Prompting • Repeated practice • Modeling • Modeling and coaching in Vocational jobs • Modeling and coaching while grocery shopping 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • http://www.indianastandardsresources.org/ • Number line, • Flash cards, • calendar • Number concepts touch math • Edhelper, • ABC teach <p>K.1.6</p> <ul style="list-style-type: none"> • Number cubes • other manipulatives • calendar • Hi Ho Cherry O <p>K.1.8</p> <ul style="list-style-type: none"> • Manipulatives • Money <p>1.1.1</p> <ul style="list-style-type: none"> • Hundreds board • number line • touch math • ed helper <p>2.1.1 Use pennies, nickels, dimes, \$1, \$5 and \$10 bills</p> <p>2.1.3</p> <ul style="list-style-type: none"> • Bingo games <p>2.1.5</p> <ul style="list-style-type: none"> • Wall charts, hundreds board <p>2.1.10 Money, clocks, food, pizza fraction game</p>	<p>Formative:</p> <ul style="list-style-type: none"> • teacher made worksheets • progress notes • documented teacher observation • http://www.indianastandardsresources.org/ <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	

Middle School

<p>combinations of tens and ones.</p> <p>2.1.5 Compare whole numbers up to 100 and arrange them in numerical order.</p> <p>2.1.10 Know that, when all fractional parts are included, the result is equal to the whole and to one. [e.g. two halves of sandwich = whole sandwich; four quarters = one dollar; 24 hours = one day]</p>				
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**Standard 2
Computation**

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>K.2.1 Model addition by joining sets of objects (for any two sets with fewer than 10 objects when joined).</p>		<ul style="list-style-type: none"> • Manipulatives • touch math • food • Manipulatives • touch math • food 	<ul style="list-style-type: none"> • teacher made worksheets • progress notes • documented teacher observation • http://www.indianastandardsresources.org/ 	
<p>K.2.2 Model subtraction by removing objects from sets (for numbers less than 10).</p>		<p>1.2.5-1.3.1</p> <ul style="list-style-type: none"> • Calculator • Sorting trays with numbers taped to it 	<p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	
<p>1.2.5 Demonstrate the meaning of the symbols +, -, and =.</p>		<ul style="list-style-type: none"> • Manipulatives • Calculator • Menu and Market math 		
<p>1.2.6 Demonstrate the</p>				

Middle School

<p>2.2.1 role of zero in addition and subtraction. Model addition of numbers less than 100 with objects and pictures with a calculator.</p> <p>2.2.2 Add two whole numbers less than 100 with and without regrouping with a calculator.</p> <p>2.2.3 Subtract two whole numbers less than 100 without regrouping with a calculator.</p>				
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Standard 3
Algebra and Functions

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>1.3.1 Write and solve number sentences from problem situations involving addition and subtraction.</p> <p>3.3.7 Plot and label whole numbers on a number line or grid up to 50.</p>		<ul style="list-style-type: none"> • Number line 	<ul style="list-style-type: none"> • teacher made worksheets • progress notes • documented teacher observation • http://www.indianastandardsresources.org/ <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	

**Standard 4
Geometry**

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>1.4.1 Identify and sort triangles, rectangles, squares, and circles.</p> <p>1.4.6 Arrange objects in space by position and direction: near, far, under, over, up, down, behind, in front of, next to, to the left or right of.</p> <p>2.4.5 Recognize geometric shapes triangles, rectangles, squares, and circles and structures in the environment and specify their locations.</p>		<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Sorting trays, bowls, touch math shapes, Shapes up game • Positions bingo game, putting away materials, getting things 	<p>Possible Assessment Tools:</p> <ul style="list-style-type: none"> • teacher made worksheets • progress notes • documented teacher observation • http://www.indianastandardsresources.org/ <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	

**Standard 5
Measurement**

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>K.5.1 Make direct comparisons of the length, capacity, weight, and temperature of objects and recognize which object is shorter, longer, taller, lighter, heavier, warmer, cooler or holds more.</p> <p>K.5.2 Understand concepts of time: morning, afternoon, evening, today, yesterday, tomorrow, week, month, and year. Understand that clocks and calendars are tools that measure time and match clock face to event</p> <p>1.5.6 Tell time to the nearest half-hour and relate time to events (before/after, shorter/longer).</p>		<p>Possible Materials and Resources:</p> <p>K.5.1</p> <ul style="list-style-type: none"> Measuring cups, washing hands(hot and cold water), soup is too hot- needs to be cooler scale Community; buying fabric, buying things at a hardware store such as what size nail to fix things, repair things <p>K.5.2- 1.5.6</p> <ul style="list-style-type: none"> Calendars, clocks, watches, schedules Touch Math, time bingo <p>2.5.1, 2.5.5</p> <ul style="list-style-type: none"> Fabric, hardware, ruler, yard stick Measuring cups, juice pitcher Cooking to learn 1 and 2, Attainment's Look n' Cook Microwave, Basic Cooking and Nutrition for Special Students(Jean Bunnell), The Cooking Kit (C.K Enterprises) <p>2.5.12, 3.5.11</p> <ul style="list-style-type: none"> Money, Touch Money, Money Bingo 	<p>Possible Assessment Tools:</p> <ul style="list-style-type: none"> teacher made worksheets progress notes documented teacher observation http://www.indianastandardsresources.org/ <p>Summative:</p> <ul style="list-style-type: none"> ISTAR Portfolio 	

Middle School

<p>1.5.7 Identify and give the values of collections of pennies, nickels, and dimes.</p>		<ul style="list-style-type: none"> • Money flash cards • Attainment Money Station 		
<p>2.5.1 Measure length to the nearest inch, foot, yard,</p>		<ul style="list-style-type: none"> • Next dollar shopping • Grocery Store Game 		
<p>2.5.5 Identify and measure capacity using cups and pints.</p>		<ul style="list-style-type: none"> • Menu Math, Market Math, Mall Math 		
<p>2.5.12 Find the value of a collection of pennies, nickels, dimes, quarters, and dollars.</p>				
<p>3.5.11 Use real money to decide whether there is enough money to make a purchase.</p>				

**Standard 6
Problem Solving**

<p>Indicator(s):</p>	<p>Best Practice Instructional Strategies:</p>	<p>Possible Materials and Resources:</p>	<p>Possible Assessment Tools:</p>	<p>Teacher Notes:</p>
<p>F.6.13 Uses a tool in a new way</p>			<ul style="list-style-type: none"> • teacher made worksheets • progress notes • documented teacher observation • http://www.indianastandardsresources.org/ <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	

Mathematics

Level: High School (grades 9-12)

Standard 1 Number Sense

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>1.1.10 Represent, compare, and interpret data using pictures and picture graphs</p> <p>2.1.12 Represent, compare, and interpret data using tables, tally charts, and bar graphs.</p> <p>3.1.14 Identify whether everyday events are certain, likely, unlikely, or impossible.</p> <p>4.1.9 Round two-place decimals to the nearest whole number.</p>	<ul style="list-style-type: none"> • Repeated Practice • Direct Instruction • 1:1 Instruction • Community Based Instruction • Next Dollar Strategy 	<ul style="list-style-type: none"> • Basic Picture Math (PCI) • Basic Math Practice (PCI) • Newspaper • www.lessonlocator.org (Indiana Academic Standards based lesson plans and assessments) • www.unitedstreaming.com (online streaming videos – requires a subscription) 	<p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklists • permanent product with rubric <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	

Standard 2 Computation

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>5.2.1 Solve problems involving multiplication and division of any whole numbers with a calculator.</p>	<ul style="list-style-type: none"> • Repeated Practice • Direct Instruction • 1:1 Instruction 	<ul style="list-style-type: none"> • Calculator • Basic Facts Worksheet Factory • Math Blaster Software • www.lessonlocator.org (Indiana Academic Standards based 	<p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklists • permanent product with rubric 	

		<ul style="list-style-type: none"> lesson plans and assessments) <ul style="list-style-type: none"> www.unitedstreaming.com (online streaming videos – requires a subscription) 	Summative: <ul style="list-style-type: none"> ISTAR Portfolio 	
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Standard 3 Algebra and Functions

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
4.3.8 Plot and label whole numbers on a number line or grid up to 100. 5.3.7 Use information taken from a graph to answer questions about a problem situation	<ul style="list-style-type: none"> Repeated Practice Direct Instruction 1:1 Instruction Small Group Instruction 	<ul style="list-style-type: none"> Number line Graphs Newspapers www.lessonlocator.org (Indiana Academic Standards based lesson plans and assessments) www.unitedstreaming.com (online streaming videos – requires a subscription) 	Formative: <ul style="list-style-type: none"> anecdotal records teacher checklists permanent product with rubric Summative: <ul style="list-style-type: none"> ISTAR Portfolio 	

Standard 4 Geometry

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
1.4.3 Classify and sort familiar plane and solid objects by position, shape, size, roundness, and other attributes. 2.4.3 Investigate and predict the result of putting together and	<ul style="list-style-type: none"> Repeated Practice Direct Instruction 1:1 Instruction Small Group Instruction 	<ul style="list-style-type: none"> Objects Step by step visual prompts Checklist www.lessonlocator.org (Indiana Academic Standards based lesson plans and assessments) www.unitedstreaming.com (online streaming videos – requires a subscription) 	Formative: <ul style="list-style-type: none"> anecdotal records teacher checklists permanent product with rubric Summative: <ul style="list-style-type: none"> ISTAR Portfolio 	<ul style="list-style-type: none"> Meant to be sorting and assembling real life objects

High School

<p>taking apart two-dimensional and three-dimensional objects.</p>				
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**Standard 5
Measurement**

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>2.5.2 Demonstrate the relationships among inch, foot, and yard.</p> <p>2.5.3 Decide which unit of length is most appropriate in a given situation.</p> <p>2.5.8 Read a thermometer in Fahrenheit.</p> <p>2.5.9 Tell time to the nearest quarter hour, be able to tell five-minute intervals, and know the difference between a.m. and p.m.</p> <p>2.5.10 Know relationships of time: seconds in a minute; minutes in an hour; hours in a day; days in a week; and days, weeks, and months in a</p>	<ul style="list-style-type: none"> • Repeated Practice • Direct Instruction • 1:1 Instruction • Small Group Instruction • Community Based Instruction 	<ul style="list-style-type: none"> • Measuring Tools • Thermometer • Clocks • Coins and Bills • Calculator • Touch Money • Menu Math • Market Math • Teaching Clock • Student Watches • Calendar • Daily Schedule • www.lessonlocator.org (Indiana Academic Standards based lesson plans and assessments) • www.unitedstreaming.com (online streaming videos – requires a subscription) 	<p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklists • permanent product with rubric <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	

High School

<p>year.</p> <p>2.5.11 Find the duration of intervals of time in hours.</p> <p>3.5.1 Measure line segments to the nearest half-inch.</p> <p>3.5.6 Identify and measure capacity using quarts, gallons, and liters.</p> <p>3.5.9 Tell time to the nearest minute and find how much time has elapsed.</p> <p>3.5.10 Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts in decimal notation using the \$ symbol.</p> <p>4.5.1 Measure length to the nearest quarter-inch.</p> <p>4.5.9 Add time intervals involving hours.</p> <p>4.5.10 Determine the amount of change from a purchase with a calculator.</p> <p>5.5.7 Add and subtract with money in decimal notation with a calculator.</p>				
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High School

<p>6.5.1 Select tools to measure length, volume, weight, time, and temperature.</p>				
<p>6.5.10 Add, subtract, multiply, and divide with money in decimal notation with a calculator.</p>				

<p>Standard 6 Problem Solving</p>				
<p>Indicator(s):</p>	<p>Best Practice Instructional Strategies:</p>	<p>Possible Materials and Resources:</p>	<p>Possible Assessment Tools: Formative: Summative</p>	<p>Teacher Notes:</p>

Focus of Social Sciences within the Standards-Based Life Skills Curriculum

Students participating in the Standards-Based Life Skills Curriculum will acquire and demonstrate specific Social Science skills based on the Indiana Academic Standards and indicators in the areas of:

- The Nature of Science and Technology
- The Physical Setting
- The Living Environment
- History
- Civics and Government
- Geography
- Individuals, Society and Culture

Early Childhood (Ages 3-5)

- Hold a crayon or marker
- Engage in pretend play
- Activate simple machines or cause and effect toys
- Investigate the physical surroundings
- Cooperate with a routine
- Look at picture books and listen to stories
- Assist with daily needs
- Help clean up after an activity with prompting
- Demonstrate early play skills

Primary (Grades K-2)

- Use the five senses
- Use a variety of scientific tools
- Follow classroom rules
- Sequence recurring events
- Work and play cooperatively with others
- Help clean up after an activity

Intermediate (Grades 3-5)

- Ask and answer questions about his/her world
- Observe and describe properties of objects
- Give examples of plants and animals
- Identify the week, months of the year, seasons of the year
- Determine what types of clothes to wear based on weather
- Identify individuals who are important in individual's life

Middle School (Grades 6-8)

- Recognize that some materials can be used over again
- Recognize that most living things need food, water and air
- Identify and follow school rules
- Use words related to location, direction and distance
- Identify maps
- Identify places in the local community

High School (Grades 9+)

- Use tools to observe, measure, design and build things
- Discuss and describe examples of technology
- Demonstrate that a variety of living things can be sorted into groups by various features
- Explain that eating healthy foods and getting exercise and rest help people stay healthy
- Explain that Indiana is one of 50 states in the United States
- Identify directions on a map
- Use community resources

Social Sciences

Level: Early Childhood (ages 3-5)

Science Standard 1

The Nature of Science and Technology

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>B.3.6 Imitate adult facial expressions and simple actions. with prompting. (e.g., color, sound, texture, shape).</p> <p>B.3.8 Hold a crayon or marker and scribble.</p> <p>B.3.9 Imitate something heard or seen earlier in the day (delayed imitation).</p> <p>B.3.10 Engage in simple pretend play.</p> <p>B.3.14 Repeat an action after adult demonstrates it.</p> <p>F.1.2 Interact with and explore a variety of objects, books, and materials.</p> <p>F.1.5 Use the five senses (touching, smelling, seeing, hearing, tasting) to investigate the [school and community] environments</p>	<ul style="list-style-type: none"> • Errorless teaching • 1-on-1 instruction • small group • reinforcement • cueing • prompting • repeated practice • modeling 	<ul style="list-style-type: none"> • Developmentally Appropriate toys • Blocks • Kitchen play area • Playhouse • dolls • Vet/doctor kit • Preschool games • Finger plays • Snack foods • Teethers/chewy tubes • Rain stick • Sounds Like Fun (CD) • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special-ed/pdf/autism guide.pdf 	<p>Formative:</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • Daily data sheets • Anecdotal records • Teacher Made Checklists • Product/performance assessed by rubrics, rating scale • STAR (ProEd) <p>Summative</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • portfolio 	

Science Standard 3 The Physical Setting				
Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>F.3.4 Investigate the physical surroundings by digging in dirt, collecting rocks, recognizing changes in weather.</p>	<ul style="list-style-type: none"> • Errorless teaching • 1-on-1 instruction • small group • reinforcement • cueing • prompting • repeated practice • modeling 	<ul style="list-style-type: none"> • Sand/water table • Scoops, shovels, pails • Nature walks • Weather/season books, kits • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special-ed/pdf/autism guide.pdf 	<p>Formative:</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • Daily data sheets • Anecdotal records • Teacher Made Checklists • Product/performance assessed by rubrics, rating scale • STAR (ProEd) <p>Summative</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • portfolio • STAR (ProEd) 	

Science Standard 4 The Living Environment				
Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>B.2.1 Interact in social play (e.g., patty cake).</p> <p>B.2.2 Explore objects by touching, shaking, banging, and mouthing.</p> <p>B.2.3 Show fear of falling off of a</p>	<ul style="list-style-type: none"> • Errorless teaching • 1-on-1 instruction • small group • reinforcement • cueing 	<ul style="list-style-type: none"> • Group games • Finger plays • Developmentally appropriate toys • Building toys • Push/pull toys 	<p>Formative:</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • Daily data sheets • Anecdotal records • Teacher Made 	

Early Childhood

<p>high place. B.2.4 Look for a toy that has rolled out of sight. B.2.8 Activate simple machines or cause and effect toys; take toys apart. B.2.9 Push or pull objects while walking. B.2.15 With some guidance, use toys and tools safely and store them in the proper place F.3.13 Sort things by one attribute or characteristic.</p>	<ul style="list-style-type: none"> • prompting • repeated practice • modeling 	<ul style="list-style-type: none"> • Play workbench, tools • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special-ed/pdf/autism guide.pdf 	<p>Checklists</p> <ul style="list-style-type: none"> • Product/performance assessed by rubrics, rating scale • STAR (ProEd) <p>Summative</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • portfolio • STAR (ProEd) 	
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Social Studies Standard 1 History

<p>Indicators:</p> <p>B.1.1 Cooperate with a routine. B.1.2 Anticipate a sequence during daily activities. B.1.4 Listen to stories about people and places. B.1.6 Look at picture books. B.1.9 Recognize the beginning of an event (e.g., come to table when food is placed there). F.1.6 Show anticipation through appropriate behaviors for regularly scheduled school events.</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • Errorless teaching • 1-on-1 instruction • small group • reinforcement • cueing • prompting • repeated practice • modeling 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Picture schedules • Developmentally appropriate books • Picture books • Circle time/class schedule • Snack activities • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special-ed/pdf/autism guide.pdf 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • Daily data sheets • Anecdotal records • Teacher Made Checklists • Product/performance assessed by rubrics, rating scale • STAR (ProEd) <p>Summative</p> <ul style="list-style-type: none"> • ABLLS • ISTAR 	<p>Teacher Notes:</p>
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Early Childhood

		urriculum/special-ed/pdf/autism guide.pdf	<ul style="list-style-type: none"> • Portfolio • STAR (ProEd) 	
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**Social Studies Standard 2
Civics and Government**

<p>Indicators:</p> <p>B.2.1 Help feed themselves. B.2.2 Watch people. B.2.4 Show interest in other children. B.2.5 Communicates “no.” B.2.6 Assist with daily needs (washing hands, toileting, brushing teeth). B.2.7 Assist with simple chores on a daily basis. B.2.9 Develop the process of “play” from playing alone to playing alongside, then playing with someone else. B.2.10 Follow simple directions with prompts. B.2.14 Push away something not wanted. F.2.2 Follow simple directions. F.2.3 Complete basic responsibilities related to daily needs with assistance. F.2.12 Show self-control by</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • Errorless teaching • 1-on-1 instruction • small group • reinforcement • cueing • prompting • repeated practice • modeling 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Snack activities • Clean-up activities/storage containers • Washcloths, sponges, paper towels • Picture schedules • Visual supports • BoardMaker schedules • Baby Babble CD • Bumble Bee videos • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special-ed/pdf/autism guide.pdf 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • Daily data sheets • Anecdotal records • Teacher Made Checklists • Product/performance assessed by rubrics, rating scale • STAR (ProEd) <p>Summative</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • portfolio • STAR (ProEd) 	<p>Teacher Notes:</p>
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Early Childhood

<p>following rules in different places with prompting. F.2.13 Start sharing some objects with others.</p>				
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Social Studies Standard 3

Geography

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>B.3.1 Use sight, sound, taste, touch, and smell to explore their own world. B.3.3 Follow simple directions. B.3.7 Locate eyes, ears, or nose when asked. B.3.10 Finds ways to maneuver around an obstacle that is in the way of obtaining something desired B.3.13 Explore things with mouth, hands, fingers, and toes. B.3.31 Pretend to take care of a doll by feeding and other activities. B.3.35 Place trash in the wastebasket. B.3.36 Help clean up after doing an activity with prompting. B.3.37 Help with routines that keep the classroom neat.</p>	<ul style="list-style-type: none"> • Errorless teaching • 1-on-1 instruction • small group • reinforcement • cueing • prompting • repeated practice • modeling 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Mr. Potato Head • Dolls, stuffed animals, & accessories • Family-living area • Storage containers • Classroom “jobs” • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special-ed/pdf/autism guide.pdf 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • Daily data sheets • Anecdotal records • Teacher Made Checklists • Product/performance assessed by rubrics, rating scale • STAR (ProEd) <p>Summative</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • portfolio • STAR (ProEd) 	

Social Studies Standard 5

Individuals, Society, and Culture

Early Childhood

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>B.5.3 Take turns in interactions with others.</p> <p>B.5.4 Share belongings with others.</p> <p>B.5.6 Engage in parallel play with others.</p> <p>B.5.9 Demonstrate early pretending with objects.</p> <p>B.5.10 Use words to express immediate family relationships, such as mother father, brother, or sister.</p>	<ul style="list-style-type: none"> • Errorless teaching • 1-on-1 instruction • small group • reinforcement • cueing • prompting • repeated practice • modeling 	<p>Developmentally appropriate toys</p> <ul style="list-style-type: none"> • Blocks • Play kitchen area • Playhouse • dollhouse • Dolls, stuffed animals & accessories • Group games • Digital pictures • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special-ed/pdf/autism guide.pdf 	<p>Formative:</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • Daily data sheets • Anecdotal records • Teacher Made Checklists • Product/performance assessed by rubrics, rating scale <p>Summative</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • portfolio 	

Social Sciences

Level: Primary (grades K-2)

Science Standard 1

The Nature of Science and Technology

<p>Indicators:</p> <p>F.1.5 Use the five senses (touching, smelling, seeing, hearing, tasting) to investigate the environment and to gather information.</p> <p>F.1.6 Use a variety of “scientific tools” (e.g., balance scales, magnifying glasses, measuring cups, food coloring) with assistance to investigate the environment and to gather information.</p> <p>F.1.9 Answer questions about his world.</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • Community-based instruction • Hands-on experimentation • Cooking activities • Circle Time Weather Activities • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Read and Understand Science (Evan-Moor) • I Can Make It! I Can Read It! (The Educational Center) • Learning About Weather (Evan-Moor) • Monthly Activity Booklets: Science and Social Studies (Continental Press) • Everyday Math Weather Chart 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation (teacher-made checklists) • ISTAR <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>
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Science Standard 3

The Physical Setting

<p>Indicators:</p> <p>F.3.7 Identify and/or make comments about the sun, stars, planets, and clouds and moon.</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • Community-based instruction • Hands-on experimentation • Cooking activities • Circle Time Weather Activities • 1:1 instruction • small group instruction • reinforcement • cueing, prompting 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Read and Understand Science (Evan-Moor) • I Can Make It! I Can Read It! (The Educational Center) • Learning About Weather (Evan-Moor) • Monthly Activity Booklets: Science and Social Stories (Continental Press) 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation (teacher-made checklists) • ISTAR <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>
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	<ul style="list-style-type: none"> repeated practice 	<ul style="list-style-type: none"> Everyday Math Weather Chart 		
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Science Standard 4 The Living Environment

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>F.3.9 Observe and explore a variety of live plants and animals.</p> <p>F.3.10 Take care of familiar plants and animals with assistance.</p> <p>F.3.13a Sort things by two attributes or characteristics.</p>	<ul style="list-style-type: none"> Community-based Instruction 1:1 instruction small group instruction reinforcement cueing prompting repeated practice 	<ul style="list-style-type: none"> Read and Understand Science (Evan-Moor) I Can Make It! I Can Read It! (The Educational Center) Learning About Weather (Evan-Moor) Monthly Activity Booklets: Science and Social Stories (Continental Press) Manipulatives 	<p>Formative:</p> <ul style="list-style-type: none"> Teacher observation (teacher-made checklists) Task analysis ISTAR <p>Summative:</p> <ul style="list-style-type: none"> ISTAR 	

Social Studies Standard 1 History

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>F.1.1 Sequence recurring events (e.g., “After I eat lunch, I go to recess”) with prompting.</p> <p>F.1.6 Show anticipation through appropriate behaviors for regularly scheduled events.</p> <p>F.1.12 Recall information about the immediate past.</p>	<ul style="list-style-type: none"> Community-based instruction 1:1 instruction small group instruction reinforcement cueing prompting repeated practice 	<ul style="list-style-type: none"> Picture prompting systems Social Stories (Carol Gray, etc.) 	<p>Formative:</p> <ul style="list-style-type: none"> Teacher observation (teacher-made checklists) ISTAR <p>Summative:</p> <ul style="list-style-type: none"> ISTAR 	

Social Studies Standard 2 Civics and Government				
Indicators: B.2.7 Perform simple chores on a daily basis. B.2.12 Listen to stories about helping. F.2.16 Identify the U.S. flag. K.2.2 Follow rules in the classroom and school with prompts.	Best Practice Instructional Strategies: <ul style="list-style-type: none"> • Community-based instruction • Classroom/school jobs • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice 	Possible Materials and Resources: <ul style="list-style-type: none"> • Social Stories (Carol Gray, etc.) • Library Books • PCI Indiana History Book • United States puzzles • Picture prompting systems • Following directions (Frank Shaffer) 	Possible Assessment Tools: Formative: <ul style="list-style-type: none"> • Task analysis • Teacher observation (teacher-made checklists) • ISTAR Summative: <ul style="list-style-type: none"> • ISTAR 	Teacher Notes:

Social Studies Standard 3 Geography				
Indicators: B.3.7 Name and locate eyes, ears, or nose when asked. F.3.6 Point out and name various rooms in the house. F.3.36 Help clean up after doing an activity.	Best Practice Instructional Strategies: <ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice 	Possible Materials and Resources: <ul style="list-style-type: none"> • Look, Listen and Speak for Home (Evan-Moor) • Mr. Potato Head • Dollhouse • Picture prompting system • Educational CDs (with songs like "Head, shoulders, knees and toes") 	Possible Assessment Tools: Formative: <ul style="list-style-type: none"> • Teacher observation (teacher-made checklists) • ISTAR • Task analysis Summative: <ul style="list-style-type: none"> • ISTAR 	Teacher Notes:

Social Studies Standard 5 Individuals, Society, and Culture				
Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
B.5.6 Work and play cooperatively with others. B.5.15 Say please and thank you. F.5. Distinguish between adults and children.	<ul style="list-style-type: none"> Peer programs (e.g. special friends) 	<ul style="list-style-type: none"> Social Stories (Carol Gray, etc.) Following directions (Frank Shaffer) 	Formative: <ul style="list-style-type: none"> Teacher observation (teacher-made checklists) ISTAR Summative: <ul style="list-style-type: none"> ISTAR 	

Social Sciences

Level: Intermediate (grades 3-5)

Science Standard 1

The Nature of Science and Technology

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>F.1.3 Observe and describe properties of objects.</p> <p>F.1.9 Ask and answer questions about his world.</p> <p>1.1.4 Use tools, such as measuring cups and magnifiers, to investigate the world and make observations.</p>	<ul style="list-style-type: none"> • Community-based instruction • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice 	<ul style="list-style-type: none"> • Picture cards • Read and Understand Science (Evan-Moor) • I Can Make It! I Can Read It! (The Educational Center) • Learning About Weather (Evan-Moor) • Monthly Activity Booklets: Science and Social Studies (Continental Press) • Everyday Math Weather Chart 	<p>Formative:</p> <ul style="list-style-type: none"> • ISTAR • Teacher made checklists • Teacher Observations <p>Summative</p> <ul style="list-style-type: none"> • ISTAR 	

Science Standard 3

The Physical Setting

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>F.3.6 Describe differences and similarities in various physical environments.</p> <p>F.3.7 Answer questions and/or make comments about the sun, stars, planets, and clouds and moon.</p> <p>K.3.2 Demonstrate</p>	<ul style="list-style-type: none"> • Community-based instruction • 1:1 instruction • small group instruction • reinforcement • cueing • prompting 	<ul style="list-style-type: none"> • Read and Understand Science (Evan-Moor) • I Can Make It! I Can Read It! (The Educational Center) • Learning About Weather (Evan-Moor) • Monthly Activity Booklets: 	<p>Formative:</p> <ul style="list-style-type: none"> • ISTAR • Teacher made checklists • Teacher Observations <p>Summative</p> <ul style="list-style-type: none"> • ISTAR 	

Intermediate

<p>awareness]that things move in different ways, such as fast, slow, etc.</p>	<ul style="list-style-type: none"> repeated practice 	<p>Science and Social Stories (Continental Press)</p> <ul style="list-style-type: none"> Everyday Math Weather Chart 		
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Science Standard 4
The Living Environment

<p>Indicators: F.3.10 Take care of familiar plants and animals. F.3.13 Participate in activities related to preserving their environment. K.4.1 Give examples of plants and animals. K.4.2 Observe plants and animals, describing how they are alike and how they are different in the way they look and in the things they do.</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> Community-based instruction 1:1 instruction small group instruction reinforcement cueing prompting repeated practice 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> Read and Understand Science (Evan-Moor) I Can Make It! I Can Read It! (The Educational Center) Learning About Weather (Evan-Moor) Monthly Activity Booklets: Science and Social Stories (Continental Press) Manipulatives, GrowLights 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> ISTAR Teacher made checklists Teacher Observations <p>Summative</p> <ul style="list-style-type: none"> ISTAR 	<p>Teacher Notes:</p>
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Social Studies Standard 1 History				
Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>F.1.9 Distinguish between past, present.</p> <p>F.1.10 Identify the days of the week and names of the months.</p> <p>K.1.2 Identify celebrations and holidays as a way of remembering and honoring events and people in the past.</p>	<ul style="list-style-type: none"> • Community-based instruction • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice 	<ul style="list-style-type: none"> • Social Stories (Carol Gray, etc.) • Library Books • Picture prompting systems • Following directions (Frank Shaffer) 	<p>Formative:</p> <ul style="list-style-type: none"> • ISTAR • Teacher made checklists • Teacher Observations <p>Summative</p> <ul style="list-style-type: none"> • ISTAR 	

Social Studies Standard 2 Civics and Government				
Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>F.2.6 Tell the consequences of not following rules.</p> <p>F.2.11 Identify and follow different rules in different places (e.g., school rules may be different from home).</p> <p>K.2.2 Follow rules in the classroom and school and provide reasons for the specific rules with prompts.</p>	<p>Community-based instruction</p> <ul style="list-style-type: none"> -1:1 instruction -small group instruction -reinforcement -cueing -prompting -repeated practice 	<ul style="list-style-type: none"> • Social Stories (Carol Gray, etc.) • Picture prompting systems • Following directions (Frank Shaffer) 	<p>Formative:</p> <ul style="list-style-type: none"> • ISTAR • Teacher made checklists • Teacher Observations <p>Summative</p> <ul style="list-style-type: none"> • ISTAR 	

**Social Studies Standard 3
Geography**

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>F.3.4 Identify familiar places (e.g., home, store, grandparent's house).</p> <p>3.20 Match objects to the location they belong (e.g., bed in the bedroom, tree in the forest).</p> <p>F.3.21 Determine what type of clothing to wear based on the weather.</p> <p>F.3.22 Identify seasons by temperature or other characteristics (e.g., snow, leaves changing). F.3.30 Identify members of the family and their roles [relationship to the student].</p> <p>F.3.37 Help with class routines that keep the classroom clean.</p> <p>F.3.38 Help adults with recycling empty containers at school.</p>	<ul style="list-style-type: none"> • Community-based instruction • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice • Circle Time 		<p>Formative:</p> <ul style="list-style-type: none"> • ISTAR • Teacher made checklists • Teacher Observations <p>Summative</p> <ul style="list-style-type: none"> • ISTAR 	

Social Studies Standard 5 Individuals, Society, and Culture				
<p>Indicators:</p> <p>F.5.2 Identify own gender and that of others.</p> <p>F.5.6 Indicate that different families live in different housing.</p> <p>K.5.2 Identify individuals who are important in students' lives — such as parents, grandparents, guardians, and teachers.</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • Community-based instruction • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice 	<p>Possible Materials and Resources:</p>	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • ISTAR • Teacher made checklists • Teacher Observations <p>Summative</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>

Social Sciences

Level: Middle School (grades 6-8)

Science Standard 1

The Nature of Science and Technology

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>1.1.3 Recognize that and demonstrate how people can learn much about plants and animals by observing them closely over a period of time. Recognize also that care must be taken to know the needs of living things and how to provide for them.</p> <p>2.1.1 Manipulate an object to gain additional information about it.</p> <p>2.1.2 Use tools — such as thermometers, magnifiers, rulers, or measuring cups— to gain more information about objects.</p> <p>2.1.7 Recognize ways that some materials — such as recycled paper, cans, and plastic jugs — can be used over again.</p> <p>3.1.7 Recognize that an invention can be used in different ways, such as a radio being used to get information and for entertainment.</p>	<p><i>These are strategies for all indicators</i></p> <ul style="list-style-type: none"> • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing • Prompting • Repeated practice • Modeling 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Plants. A Learning Works • Mini-Unit Grade 1-4 • www.schoolexpress.com • 101 great science Experiments: A step by step guide DK Publishing • Science Enrichment: 100 Reproducible Activities Grade 1-2. Instructional Fair • The Complete Book of Science American Education Publishing Grades 1-2 • Science. Burdett & Ginn • Science for Early Grades. Carson-Dellosa Publishing. Grade K-2 • Science. Frank Shaffer Grade 1-2 <p>2.1.2 Measurement. Remedia Grades 1-2</p> <ul style="list-style-type: none"> • Measurement. Continental Press Books A,B,C • Using the Standards Measurement. Frank Shaffer Publications – Gr. K <p>2.17 Our Environment: Thematic Unit.</p> <ul style="list-style-type: none"> • Teacher Created Materials. Primary • Environment: Curriculum Based Hands on Activities. 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Observation with anecdotal records • Teacher made checklists <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	

		<ul style="list-style-type: none"> The Mailbox. Grades 1-3 		
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Science Standard 3
The Physical Setting

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>2.3.2 Investigate weather changes from day to day but recognize, describe, and chart that the temperature and amounts of rain or snow tend to be high, medium, or low in the same months every year.</p> <p>2.3.5 Investigate that things can be done to materials — such as freezing, mixing, cutting, heating, or wetting — to change some of their properties. Observe that not all materials respond in the same way.</p> <p>3.3.3 Observe and describe that the sun can be seen only in the daytime.</p> <p>3.3.6 Describe ways human beings protect themselves from adverse weather conditions.</p> <p>5.3.5 Observe that clouds and fog are made of tiny droplets of water.</p>	<p><i>These are strategies for all indicators</i></p> <ul style="list-style-type: none"> Errorless Teaching 1-on-1 instruction Small group Reinforcement Cueing Prompting Repeated practice Modeling 	<ul style="list-style-type: none"> See above resources Television News 	<p>Formative:</p> <ul style="list-style-type: none"> Observation with anecdotal records Teacher made checklists <p>Summative:</p> <ul style="list-style-type: none"> ISTAR Portfolio 	

Science Standard 4 The Living Environment				
<p>Indicators:</p> <p>1.4.4 Recognize] that most living things need water, food, and air.</p> <p>3.4.8 Recognize that some things people take into their bodies from the environment can hurt them and identify examples of such things.</p>	<p>Best Practice Instructional Strategies:</p> <p><i>These are strategies for all indicators</i></p> <ul style="list-style-type: none"> • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing • Prompting • Repeated practice • Modeling 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • See above resources 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Observation with anecdotal records • Teacher made checklists <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	<p>Teacher Notes:</p>

Social Studies Standard 1
History

<p>Indicators: K.1.4 Identify and order events that take place in a sequence. 1.1.3 Identify American songs and symbols. 1.1.5 Identify people and events observed in national celebrations and holidays.</p>	<p>Best Practice Instructional Strategies: <i>These are strategies for all indicators</i></p> <ul style="list-style-type: none"> • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing • Prompting • Repeated practice • Modeling 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • See above resources 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Observation with anecdotal records • Teacher made checklists <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	<p>Teacher Notes:</p>
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**Social Studies Standard 2
Civics and Government**

<p>Indicators:</p> <p>F.2.17 Identify the current President.</p> <p>K.2.5 Identify and follow school rules to ensure order and safety.</p> <p>1.2.1 Give examples of people who have the authority* to make and enforce rules.</p> <p>1.2.3 Identify examples of rules and laws.</p>	<p>Best Practice Instructional Strategies:</p>	<p>Possible Materials and Resources:</p>	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Observation with anecdotal records • Teacher made checklists <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	<p>Teacher Notes:</p>
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Social Studies Standard 3 Geography

<p>Indicators:</p> <p>F.3.37 Help with and class routines that keep the classroom clean and safe.</p> <p>K.3.1 Use words related to location, direction, and distance, including <i>here/there</i>, <i>over/under</i>, <i>left/right</i>, and <i>up/down</i>.</p> <p>K.3.2 Identify maps as ways of representing Earth and identify map symbols for land and water.</p> <p>1.3.5 Identify the effect of seasonal changes on plants, animals, and people.</p> <p>2.3.3 Locate the local community and the United States on maps.</p> <p>2.3.4 ID places that are nearby or</p>	<p>Best Practice Instructional Strategies:</p>	<p>Possible Materials and Resources:</p>	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Observation with anecdotal records • Teacher made checklists <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	<p>Teacher Notes:</p>
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related to the local community.				
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**Social Studies Standard 5
Individuals, Society, and Culture**

<p>Indicators:</p> <p>1.5.1 Identify one’s own individual talents, interests, and hobbies, as well as the talents and interests of others.</p> <p>1.5.5 Compare similarities and differences in customs, foods, play, recreation, and celebrations of families in the community.</p> <p>5.5.1 Describe basic needs that individuals have in order to survive — such as the need for food, water, shelter, and safety.</p>	<p>Best Practice Instructional Strategies:</p>	<p>Possible Materials and Resources:</p>	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Observation with anecdotal records • Teacher made checklists <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	<p>Teacher Notes:</p>
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Social Sciences

Level: High School (grade 9-transition to adulthood)

Science Standard 1

The Nature of Science and Technology

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>2.1.3 Describe-objects as accurately as possible and compare observations with those of other people.</p> <p>2.1.6 Use tools to investigate, observe, measure, design, and build things.</p> <p>3.1.6 Give examples of how tools, such as automobiles, computers, and electric motors, have affected the way we live.</p> <p>3.1.8 Describe how discarded products contribute to the problem of waste disposal and that recycling can help solve this problem.</p> <p>4.1.7 Discuss and give examples of how technology, such as computers and medicines, has improved the lives of many people.</p>	<ul style="list-style-type: none"> • 1:1 instruction • Small Group Instruction • Visual Aids • Reinforcement • Cueing • Prompting • Repeated Practice • Community Based Instruction • Hands On Activities 	<ul style="list-style-type: none"> • www.unitedstreaming.com (online streaming videos – requires a subscription) • www.lessonlocator.org (Indiana Academic Standards based lesson plans and assessments) • www.marcopolo-education.org Verizon Thinkfinity Lesson Plans • Read and Understand Science Activities Grades K-5 (Evan Moor Publishing) • http://www.educationworld.com/ 	<p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklists • permanent products with rubric <p>Summative</p> <ul style="list-style-type: none"> • ISTAR • Indiana Academic Standards Based Classroom Assessments • Portfolio 	

**Science Standard 3
The Physical Setting**

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>1.3.4 Investigate by observing and then describe how things move in many different ways, such as straight, zigzag, round-and-round, and back-and-forth.</p> <p>2.3.1 Investigate by observing and then describe that some events in nature have a repeating pattern, such as seasons, day and night.</p> <p>2.3.2 Investigate, compare, and describe weather changes from day to day but recognize, describe, and chart the temperature.</p> <p>2.3.6 Discuss how people use electricity or burn fuels, such as wood, oil, coal, or natural gas, to cook their food and warm their houses.</p>	<ul style="list-style-type: none"> • 1:1 instruction • Small Group Instruction • Visual Aids • Reinforcement • Cueing • Prompting • Repeated Practice • Community Based Instruction • Hands On Activities 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • www.unitedstreaming.com (online streaming videos – requires a subscription) • www.lessonlocator.org (Indiana Academic Standards based lesson plans and assessments) • www.marcopolo-education.org Verizon Thinkfinity Lesson Plans • Read and Understand Science Activities Grades K-5 (Evan Moor Publishing) • http://www.educationworld.com/ • www.weather.com • http://www.education.noaa.gov/tweather.html • http://www.weather.gov/om/educ/educ2.shtml 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklist • permanent products with rubric <p>Summative</p> <ul style="list-style-type: none"> • ISTAR • Indiana Academic Standards Based Classroom Assessments • Portfolio 	

Science Standard 4 The Living Environment

<p>Indicators: 2.4.6 Observe and describe the different external features of people, such as size, shape, and color of hair, skin, and eyes. 3.4.1 Demonstrate that a great variety of living things can be sorted into groups in many ways using various features, such as how they look, where they live, and how they act, to decide which belongs to which group. 3.4.6 Explain that people need water, food, air, waste removal, and a range of temperatures, as other animals do. 3.4.7 Explain that eating a variety of healthful foods and getting enough exercise and rest help people stay healthy. 3.4.9 Explain that some diseases are caused by germs and some are not. Note that diseases caused by germs may be spread to other people. Understand that washing hands with soap and water reduces the germs that can get into the body or that can be passed to other people.</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • 1:1 instruction • Small Group Instruction • Visual Aids • Reinforcement • Cueing • Prompting • Repeated Practice • Community Based Instruction • Hands On Activities 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • www.unitedstreaming.com (online streaming videos – requires a subscription) • www.lessonlocator.org (Indiana Academic Standards based lesson plans and assessments) • www.marcopolo-education.org Verizon Thinkfinity Lesson Plans • Read and Understand Science Activities Grades K-5 (Evan Moor Publishing) • http://www.educationworld.com/ 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklists • permanent products with rubric <p>Summative</p> <ul style="list-style-type: none"> • ISTAR • Indiana Academic Standards Based Classroom Assessments • Portfolio 	<p>Teacher Notes:</p>
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Social Studies Standard 1 History

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>1.1.6 Use terms related to time to order events sequentially that have occurred in the school.</p> <p>2.1.5 Participate in developing a simple timeline of important events in each student's life.</p> <p>3.1.6 Learn about the qualities of leaders, such as community leaders, soldiers, presidents, teachers, and inventors.</p>	<ul style="list-style-type: none"> • 1:1 instruction • Small Group Instruction • Visual Aids • Reinforcement • Cueing • Prompting • Repeated Practice • Community Based Instruction • Hands On Activities 	<ul style="list-style-type: none"> • www.unitedstreaming.com (online streaming videos – requires a subscription) • www.lessonlocator.org (Indiana Academic Standards based lesson plans and assessments) • www.marcopolo-education.org Verizon Thinkfinity Lesson Plans • http://www.educationworld.com/ 	<p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklists • permanent products with rubric <p>Summative:</p> <ul style="list-style-type: none"> • ISTA • Indiana Academic Standards Based Classroom Assessments • Portfolio 	

Social Studies Standard 2 Civics and Government

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>1.2.4 Identify why rules and laws exist and describe the consequences of not having rules and laws.</p> <p>2.2.1 Discuss the rights and responsibilities of citizens in the school and the community.</p> <p>2.2.3 Identify community leaders, such as the city council or town board.</p>	<ul style="list-style-type: none"> • 1:1 instruction • Small Group Instruction • Visual Aids • Reinforcement • Cueing • Prompting • Repeated Practice • Community Based Instruction • Hands On Activities 	<ul style="list-style-type: none"> • www.unitedstreaming.com (online streaming videos – requires a subscription) • www.lessonlocator.org (Indiana Academic Standards based lesson plans and assessments) • www.marcopolo-education.org Verizon Thinkfinity Lesson Plans • http://www.educationworld.com/ 	<p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklists • permanent products with rubric <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Indiana Academic Standards Based Classroom Assessments • Portfolio 	

High School

<p>3.2.3 Discuss the reasons why governments are needed and identify specific services that governments provide.</p> <p>3.2.4 Explain the consequences of violating laws and identify the duties of and selection process for local officials who make, apply, and enforce laws through government.</p> <p>4.2.5 Explain that Indiana is one of 50 states in the United States and that other countries are also made up of smaller units, such as states, provinces, or territories.</p>				
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**Social Studies Standard 3
Geography**

<p>Indicators:</p> <p>1.3.1 Explain the basic difference between a map* and a globe*.</p> <p>1.3.2 Identify the cardinal directions (north, south, east, west) on maps and globes.</p> <p>2.3.1 Use cardinal* and intermediate directions* to locate places on maps and places in the classroom, school, and community.</p> <p>2.3.5 Identify map symbols for land and water forms and give examples of these physical features in the local</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • 1:1 instruction • Small Group Instruction • Visual Aids • Reinforcement • Cueing • Prompting • Repeated Practice • Community Based Instruction • Hands On Activities 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • www.unitedstreaming.com (online streaming videos – requires a subscription) • www.lessonlocator.org (Indiana Academic Standards based lesson plans and assessments) • www.marcopolo-education.org Verizon Thinkfinity Lesson Plans • www.educationworld.com • http://www.mapquest.com/ • Google Maps • Google Earth (download at Google.com) • AAA Maps • http://www.sheppardsoftware.co 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklists • permanent products with rubric <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Indiana Academic Standards Based Classroom Assessments • Portfolio 	<p>Teacher Notes:</p>
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High School

<p>community.</p> <p>2.3.6 Identify map symbols of cultural or human features — such as roads, highways, and cities — and give examples from the local region.</p> <p>4.3.4 Locate Indiana on a map of the United States; indicate the state capital, major cities.</p>		<p>m/states_experiment_drag-drop_oneState15s_500.html (placing the states on the map game)</p> <ul style="list-style-type: none"> • http://www.rochedalss.eq.edu.au/mapp.htm (Pirate Treasure Hunt Game to reinforce cardinal Directions) • http://www.nationalgeographic.com/xpeditions/ National Geographic Expeditions website 		
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Social Studies Standard 5 Individuals, Society, and Culture

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>3.5.5 Use community resources — such as museums, libraries, historic buildings, and other landmarks — to gather information about the community.</p>	<ul style="list-style-type: none"> • 1:1 instruction • Small Group Instruction • Visual Aids • Reinforcement • Cueing • Prompting • Repeated Practice • Community Based Instruction • Hands On Activities 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • www.unitedstreaming.com (online streaming videos – requires a subscription) • www.lessonlocator.org (Indiana Academic Standards based lesson plans and assessments) • www.marcopolo-education.org Verizon Thinkfinity Lesson Plans • http://www.educationworld.com/ 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklists • permanent products with rubric <p>Summative</p> <ul style="list-style-type: none"> • ISTAR • Indiana Academic Standards Based Classroom Assessments • Portfolio 	

Focus of Social Skills within the Standards-Based Life Skills Curriculum

Students participating in the Standards-Based Life Skills Curriculum will acquire and demonstrate specific social skills based on the Indiana Academic Standards and indicators in the areas of:

- Personal self management skills
- Decision making and goal setting
- Responsibility
- Personal and social behavior
- Respect for diversity

Early Childhood (Ages 3-5)

- Interact during games
- Use spatial relationships with objects
- Imitate
- Understand cause and effect
- Use adults as resources
- Follow rules for games
- Use basic rhythmic movements
- Play cooperatively

Primary (Grades K-2)

- Express feelings of self
- Appropriately respond to others
- Have an awareness of safety
- Work cooperatively
- Working independently
- Develop positive attitude towards self

Intermediate (Grades 3-5)

- Develop self confidence
- Express feelings
- Use coping strategies
- Use listening skills
- Use refusal skills
- Problem solve and conflict resolve
- Follow directions and rules
- Respect others

Middle School (Grades 6-8)

- Demonstrate coping strategies
- Seek help
- Become a responsible person
- Express feelings
- Use listening skills
- Resolve conflicts positively
- Use decision making process
- Set personal goals
- Follow rules and directions
- Help others

High School (Grades 9+)

- Manage stress, anger and feelings
- Resolve threatening or unhealthy situations
- Demonstrate respect of self and others
- Demonstrate healthy ways to express wants and needs
- Listen and communicate
- Use decision making skills
- Set personal goals
- Follow directions
- Respect people and equipment
- Demonstrate positive attitude towards self and others

Social Skills

Level: Early Childhood (ages 3-5)

Health Standard 3

Students will demonstrate the ability to apply self-management skills

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>PE and Health B.1.10 Imitate, follow, and enjoy adult interactions during games (e.g., peek-a-boo, pat-a-cake, moving to music/dancing)</p> <p>PE and Health B.3.5 Display protective responses</p> <p>PE and Health F.2.1 Identify and use a variety of spatial relationships with objects (e.g., the child will move self and/or an object over, under, beside, and through as directed by an adult)</p>	<ul style="list-style-type: none"> • 1-on-1 instruction • small group • reinforcement • cueing • prompting • repeated practice • modeling 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Songs • Play musical instruments • Finger-plays • Developmentally appropriate toys • Playground equipment • Hula hoops • Parachute • Super Duper Publications • Discovery Toys • Scholastic Books • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special-ed/pdf/autism_guide.pdf 	<p>Formative:</p> <ul style="list-style-type: none"> • ISTAR • Daily data sheets • Anecdotal records • Teacher Made Checklist • STAR (ProEd) <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • ABLLS • Video portfolio • STAR (ProEd) 	

Health Standard 5
Students will demonstrate the ability to utilize interpersonal communication skills using student mode of communication

<p>Indicator(s):</p> <p>PE and Health B.1.12 Respond to an adult's imitation of playful movement activity</p> <p>PE and Health B.2.8 Imitate other's expressions and actions</p> <p>PE and Health B.3.13 Uses adults as resources</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • 1-on-1 instruction • small group • reinforcement • cueing • prompting • repeated practice • modeling • errorless learning • errorless learning • visual schedules 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Adaptive utensils • Visual schedule • Variety of foods, textures • Snack time • Book: Just Take a Bite • Video Self-modeling • Mirrors • Toys • Super Duper Publications • Discovery Toys • Scholastic Books • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special_ed/index.htm 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • ISTAR • Daily data sheets • Anecdotal records • Teacher Made Checklists • STAR (ProEd) <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • ABLLS • Video portfolio • STAR (ProEd) 	<p>Teacher Notes:</p>
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Health Standard 6
Students will demonstrate the ability to implement decision-making and goal setting

Early Childhood

<p>Indicators:</p> <p>PE and Health B.1.7 Adjust reach to different distances</p> <p>PE and Health B.2.6 Show interest in cause and effect.</p> <p>PE and Health B.3.13 Use adults as resources</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • 1-on-1 instruction • small group • reinforcement • cueing • prompting • repeated practice • modeling • errorless learning • Visual schedules 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Developmentally appropriate toys • Cause/effect toys • Switch-activated toys • Manipulatives • Super Duper Publications • Discovery Toys • Scholastic Books • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special_ed/index.htm 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • ISTAR • Daily data sheets • Anecdotal records • Teacher Made Checklists • STAR (ProEd) <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • ABLLS • Video portfolio • STAR (ProEd) 	<p>Teacher Notes:</p>
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Physical Education Standard 5

Demonstrates responsible personal and social behavior

<p>Indicators:</p> <p>PE and Health F.1.4 Perform basic rhythmical skills alone and/or with a partner (e.g., the child marches and dances to music or rhythmical sounds in free form or with simple adult directions)</p> <p>PE and Health F.2.3 Follow rules for simple games and activities</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • 1-on-1 instruction • small group • reinforcement • cueing • prompting • repeated practice • modeling • errorless learning • visual schedules 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Songs • Play musical instruments • group games – Who Took the Cookies?; Doggy Doggy Where's Your Bone?; Musical Chairs • CDs • Videos • Games • Super Duper Publications • Discovery Toys 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • ISTAR • Daily data sheets • Anecdotal records • Teacher Made Checklists • STAR (ProEd) 	<p>Teacher Notes:</p>
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		<ul style="list-style-type: none"> • Scholastic Books • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special_ed/index.htm 	<p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • ABLLS • Video portfolio • STAR (ProEd) 	
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Physical Education Standard 6
Demonstrates understanding and respect for differences among people

<p>Indicators:</p> <p>PE and Health B.1.3 Become aware of themselves as separate from others</p> <p>PE and Health F.5.1 Take turns during activities</p> <p>PE and Health F.5.2 Help others during activities.</p> <p>PE and Health F.5.4 Play cooperatively with others during activities.</p> <p>PE and Health F.5.5 Treat others with respect during physical activities.</p> <p>PE and Health F.5.6 Resolve conflicts in socially acceptable ways with adult support.</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • 1-on-1 instruction • small group • reinforcement • cueing • prompting • repeated practice • modeling • errorless learning • visual schedules 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Group games – Who Took the Cookies?; Doggy Doggy Where’s Your Bone?; • Developmentally appropriate toys • Snack time • Super Duper Publications • Discovery Toys • Scholastic Books • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special_ed/index.htm 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • ISTAR • Daily data sheets • Anecdotal records • Teacher Made Checklists • STAR (ProEd) <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • ABLLS • Video portfolio • STAR (ProEd) 	<p>Teacher Notes:</p>
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Social Skills

Level: Primary (grades K-2)

Health Standard 3

Students will demonstrate the ability to apply self-management skills

<p>Indicator(s): PE and Health F.3.2 Indicate enjoying activities. PE and Health F.3.3 Express both positive and negative feelings.</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • repeated practice • prompting • peer modeling • Circle Time 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Social Stories (Carol Gray) • The Social Skills Picture Book (Jed Baker) 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation (teacher-made checklists) • ISTAR <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>
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Health Standard 5

Students will demonstrate the ability to utilize interpersonal communication skills using student mode of communication

<p>Indicator(s): PE and Health B.2.8 Appropriately respond to other's expressions and actions PE and Health B.3.14 Show pride in physical/personal accomplishments.</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • repeated practice • prompting • peer modeling • Circle Time 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Social Stories • Photo Feelings Fun Deck 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation (teacher-made checklists) • ISTAR <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>
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Health Standard 6 Students will demonstrate the ability to implement decision-making and goal setting				
Indicators: PE and Health B.1.11 Show understanding of cause and effect and Health B.3.4 Combine discrete skills through repetition and practice. PE and Health B.3.12 Demonstrates awareness of rules for safety.	Best Practice Instructional Strategies: <ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • repeated practice • prompting • peer modeling • community-based instruction 	Possible Materials and Resources: <ul style="list-style-type: none"> • My School Day Social Skill Builder • Social Stories (Carol Gray) • Autism and PDD Social Skills Lessons • Survival Signs • Survival Signs Bingo Game---PCI 	Possible Assessment Tools: Formative: <ul style="list-style-type: none"> • Teacher observation (teacher-made checklists) • ISTAR Summative: <ul style="list-style-type: none"> • ISTAR 	Teacher Notes:

Physical Education Standard 5 Demonstrates responsible personal and social behavior				
Indicator(s): PE K.5.2 Works cooperatively with others students regardless of personal differences.	Best Practice Instructional Strategies: <ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • repeated practice • prompting • peer modeling • Circle Time 	Possible Materials and Resources: <ul style="list-style-type: none"> • Turn –Taking by RJ Cooper • Know the Code: Social Skills Card Game (Attainment Co, Inc) • Social Stories 	Possible Assessment Tools: Formative: <ul style="list-style-type: none"> • Teacher observation (teacher-made checklists) • ISTAR Summative: <ul style="list-style-type: none"> • ISTAR 	Teacher Notes:

Physical Education Standard 6 Demonstrates understanding and respect for differences among people				
Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
PE K.6.1 Demonstrates positive attitudes toward self and others through physical activity. Example: Play cooperatively with others. PE K.6.2 Enjoy participation alone and with others. Example: Play without interfering with others.	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • repeated practice • prompting • peer modeling 	<ul style="list-style-type: none"> • Know the Code: Social Skills Card Game (Attainment Co, Inc) 	Formative: <ul style="list-style-type: none"> • Teacher observation (teacher-made checklists) • ISTAR Summative: <ul style="list-style-type: none"> • ISTAR 	

Social Skills

Level: Intermediate (grades 3-5)

Health Standard 3

Students will demonstrate the ability to apply self-management skills

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>PE and Health F.3.1 Exhibit self-confidence while participating in activities.</p> <p>PE and Health F.3.3 Express both positive and negative feelings appropriately.</p> <p>Health K.3.2 Demonstrate how to apply coping strategies when feeling anxious, upset, angry, too excited, or out of control. Example: Demonstrates how to tell a friend or trusted adult their feelings when upset.</p>	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • repeated practice • prompting • peer modeling • Circle Time 	<ul style="list-style-type: none"> • Autism and PDD Social Skills Lesson Books (Home, School, Community) • Social Stories (Carol Gray) • Early Childhood Skillstreaming • Photo Feelings Fun Deck 	<p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation (teacher made) • ISTAR <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	

Health Standard 5

Students will demonstrate the ability to utilize interpersonal communication skills using student mode of communication

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>Health K.5.3 Demonstrate healthy ways to express needs, wants, and feelings including I messages and assertive communication strategies. Example: Demonstrates how to ask for</p>	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • repeated practice • prompting 	<ul style="list-style-type: none"> • Visual Cue Cards • Turn –Taking by RJ Cooper • Know the Code: Social Skills Card Game (Attainment Co, Inc) 	<p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation (teacher made) • ISTAR <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	

Intermediate

<p>help in a positive and polite manner.</p> <p>Health K.5.5 Demonstrate attentive listening skills to build and maintain healthy relationships. Example: Demonstrates how to not interrupt or talk when someone else is talking.</p> <p>Health K.5.6 Demonstrate appropriate refusal skills to enhance health. Examples: Demonstrates how to firmly say no and tell a trusted adult to avoid pressure to play with matches.</p>	<ul style="list-style-type: none"> • peer modeling • Circle Time 	<ul style="list-style-type: none"> • The Social Skills Picture Book (Jed Baker) • Role -Play 		
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Health Standard 6

Students will demonstrate the ability to implement decision-making and goal setting

<p>Indicators:</p> <p>PE and Health F.2.5 Identify and solve problems through active explorations.</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • repeated practice • prompting • peer modeling • Circle Time 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Community Skills game 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation (teacher made) • ISTAR <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>
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Physical Education Standard 5

Demonstrates responsible personal and social behavior

Intermediate

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>PE K.5.3 Follow simple directions when first directed. Example: Respond to teacher's signals or verbal instructions.</p> <p>PE K.5.4 Follow the rules for simple games and activities. Example: When playing a simple game, the child follows the rules and participates successfully with the group.</p>	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • repeated practice • prompting • peer modeling • Circle Time 	<ul style="list-style-type: none"> • Community Skills Game • Turn –Taking by RJ Cooper • (computer program) • Know the Code: Social Skills Card Game (Attainment Co, Inc) • The Social Skills Picture Book (Jed Baker) • Role -Play 	<p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation (teacher made) • ISTAR <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	

Physical Education Standard 6
Demonstrates understanding and respect for differences among people

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>PE K.6.3 Treat playmates with respect. Example: Choose a variety of partners without arguing. Offer support and/or assistance to classmates.</p> <p>PE K.6.4 Resolve conflicts in socially accepted ways. Example: Is able to decide who goes first during play. Recognize appropriate penalties for rules infractions.</p>	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • repeated practice • prompting • peer modeling • Circle Time 	<ul style="list-style-type: none"> • Turn –Taking by RJ Cooper • Know the Code: Social Skills Card Game (Attainment Co, Inc) • The Social Skills Picture Book (Jed Baker) • Role -Play 	<p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation (teacher made) • ISTAR <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	

Social Skills

Level: Middle School (grades 6-8)

Health Standard 3

Students will demonstrate the ability to apply self-management skills

Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>Health 1.3.2 Demonstrate how to apply coping strategies when feeling anxious, upset, angry, too excited, or out of control. Example: Demonstrates the ability to identify angry feelings, calm down, and use healthy strategies such as talking with a friend or trusted adult and engaging in stress-releasing activity to communicate and cope with feelings of anger.</p> <p>Health 1.3.3 Demonstrate ways to avoid and seek help in threatening situations. Example: Demonstrates how to avoid fights with bullies by saying no, walking away, and telling a trusted adult.</p>	<ul style="list-style-type: none"> • Peer and teacher modeling • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing • Prompting • Repeated practice • Modeling 	<ul style="list-style-type: none"> • The following materials and resources have sections for all of the social skills standards • Thinking, Feeling and Behaving: An emotional Education Curriculum for Children Grades 1-6, Ann Vernon • The Tough Kid Social Skills Book, Rhode, Jenson & Reavis • Skillstreaming: The Elementary School Child, McGinnis and Goldstein • The Incredible 5- Point Scale, Buron and Curtis, AAPC • Room 28: A social Language Program by LoGiudice and McConnell • That's Life: Social Language by McConnell and LoGiudice 	<p>Formative:</p> <ul style="list-style-type: none"> • Street Survival Skills Questionnaire (SSSQ) • Teacher created assessments • Observation with anecdotal records <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	

Health Standard 5 Students will demonstrate the ability to utilize interpersonal communication skills using student mode of communication				
Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>Health K.5.2 Identify characteristics needed to be a responsible friend and family member. Example: Describes a responsible friend and family member as a person who helps, shares, and listens.</p> <p>Health K.5.4 Demonstrate ways to communicate care, consideration, and respect of self and others. Example: Demonstrates how to express concern for a friend or family member who has been hurt or has a problem.</p> <p>Health 1.5.1 Distinguish between verbal and nonverbal communication. Example: Distinguishes between the use of words and the use of gestures, facial expressions, and tone of voice to communicate wants, needs, and feelings.</p> <p>Health 1.5.3 Demonstrate healthy ways to express needs, wants, and feelings including I messages and assertive communication</p>	<ul style="list-style-type: none"> • Peer and teacher modeling • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing • Prompting • Repeated practice • Modeling 	<ul style="list-style-type: none"> • Social Skills Strategies: Book A and B by Gajweski, Hirn, Mayo • Social Skills Lessons and Activities by Ruth Begun • Games: A That's Life Game: What's up? LoGiudice and McConnell, Lingui Systems • The Ungame: Kids version • The Nonverbal Language Kit, by LoGiudice and Warner, Lingui Systems • Life Skills Games by PCI: • All About You #4 • Behavior skills #8 • Social Skills #12 • Recommended catalogs: • Lingui Systems • Super Duper • PCI • Transition and Autism Library at TCEC • General Ed Health Class 	<p>Formative: Street Survival Skills Questionnaire (SSSQ)</p> <ul style="list-style-type: none"> • Teacher created assessments • Observation with anecdotal records <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	

Middle School

<p>strategies. Example: Demonstrates how to say what one wants in a positive and polite manner.</p> <p>Health 1.5.5 Demonstrate attentive listening skills to build and maintain healthy relationships. Example: Demonstrates attentive listening skills by showing how to pay attention, not interrupt, and not talk when someone else is talking.</p> <p>Health 1.5.6 Demonstrate refusal skills to enhance health. Example: Demonstrates how to say no, state a reason, suggest an alternative, say no again, walk away, and get help to avoid pressure to use a medicine without the help of a trusted adult.</p> <p>Health 1.5.7 Demonstrate positive ways to resolve conflicts. Example: Demonstrates how to resolve a conflict by showing how to stay calm, work with an adult to identify choices to resolve the conflict, and agree on a choice that is fair for both persons.</p>				
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Health Standard 6 Students will demonstrate the ability to implement decision-making and goal setting				
<p>Indicators:</p> <p>Health 5.6.1 Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively. Example: Demonstrates the ability to work with others to identify choices, identify the consequences of each choice, make the best choice, and reflect on the results of the choice when making decisions to prevent recreational injuries.</p> <p>Health K.6.2 Demonstrate the ability to apply a decision-making process to health issues and problems. Example: Demonstrates the ability to identify healthy choices when designing a meal.</p> <p>Health K.6.3 Demonstrate the ability to set a short-term personal health goal and monitor progress toward its achievement. Example: Demonstrates the ability to set a short-term personal goal to brush one’s teeth twice a day and use a chart to keep track of their tooth brushing behavior for one week.</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • Peer and teacher modeling • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing • Prompting • Repeated practice • Modeling 	<p>Possible Materials and Resources:</p>	<p>Possible Assessment Tools:</p> <p>Formative: Street Survival Skills Questionnaire (SSSQ)</p> <ul style="list-style-type: none"> • Teacher created assessments • Observation with anecdotal records <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>

Physical Education Standard 5 Demonstrates responsible personal and social behavior				
<p>Indicator(s):</p> <p>PE 1.5.1 Identify personal space and maintains activities in own space without interfering with others spaces. Example: Participate in games and activities while avoiding contact with others or with stationery (non-moving) objects.</p> <p>PE 1.5.3 Follow rules and directions for all activities. Example: Participate in activities such as Simon Says.</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • Peer and teacher modeling • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing • Prompting • Repeated practice • Modeling 	<p>Possible Materials and Resources:</p>	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Street Survival Skills Questionnaire (SSSQ) • Teacher created assessments • Observation with anecdotal records <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>

Physical Education Standard 6 Demonstrates understanding and respect for differences among people				
<p>Indicator(s):</p> <p>PE 2.6.4 Display cooperation with others when resolving conflicts. Example: Demonstrate positive sportsmanship, encourage playmates, and do not dispute officials calls.</p> <p>PE 3.6.3 Encourage classmates who demonstrate difficulty with a skill. Example: Shout encouragement to a classmate trying to reach their goal in the one mile run.</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • Peer and teacher modeling • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing • Prompting • Repeated practice • Modeling 	<p>Possible Materials and Resources:</p>	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Street Survival Skills Questionnaire (SSSQ) • Teacher created assessments • Observation with anecdotal records <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>

Social Skills

Level: High School (grade 9 to adulthood)

Health Standard 3

Students will demonstrate the ability to apply self-management skills

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>Health 4.3.1 Demonstrate how to apply skills to manage stress. Example: Demonstrates the ability to identify feelings and causes of stress and identify and use strategies to handle stress such as play, talking with friends or trusted adults, physical activity, listening to music, and deep breathing.</p> <p>Health 6.3.2 Demonstrate strategies to manage grief and anger. Example: Demonstrates the ability to identify feelings associated with grief and identify and use strategies to deal with grief such as talking with a friend or trusted adult and doing or creating something to honor the memory of the pet or person that has died (e.g., create a memory book)</p> <p>Health 9.3.3 Demonstrate ways to avoid, reduce, and report threatening situations. Example: Demonstrates ways to avoid, reduce, and report sexual assault.</p>	<ul style="list-style-type: none"> • Direct Instruction • 1:1 Instruction • Role Playing • Social Stories • Video Modeling • Small Group Discussion 	<ul style="list-style-type: none"> • Social Skills Strategies - A social-emotional curriculum for adolescents (Available from Autism Resource Library) • Be Cool – Coping with Difficult People – Coping with Anger (Available from Transition Library) • Circles Curriculum (Available from Transition Library) • Stepping Stones: Life Skills for Career, Educational, and Personal Development – Stepping Stones to Better Health (Available from Transition Library) • Life Skills Games #12 – Social Skills (Available from Transition Library) • Being With People (Video Series) (Available from Transition Library) • Know the Code: Learn Social Behaviors at School (Available from Transition Library) • People Smart: #1 Basic 	<p>Formative:</p> <ul style="list-style-type: none"> • Anecdotal Records • Teacher made checklists • Permanent product with rubric <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	

		<p>Friendship Skills (Available from Transition Library)</p> <ul style="list-style-type: none"> • Mind Your Manners (Video Series) (Available from Transition Library) • www.lessonlocator.org (Indiana Academic Standards based lesson plans and assessments) • www.unitedstreaming.com (online streaming videos – requires a subscription) 		
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Health Standard 5
Students will demonstrate the ability to utilize interpersonal communication skills using student mode of communication

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>Health 1.5.2 Describe characteristics needed to be a responsible friend and family member. Example: Describes a responsible friend and family member as a person who helps, shares, listens, and is kind and polite.</p> <p>Health 4.5.6 Demonstrate refusal and negotiation skills to enhance health. Example: Demonstrates how to say no, give a reason or an excuse, suggest another activity, use humor, say no again, and walk away to refuse pressure to engage in unsafe behaviors that could lead to an injury or death (e.g., swimming without a lifeguard).</p>	<ul style="list-style-type: none"> • Direct Instruction • 1:1 Instruction • Role Playing • Social Stories • Video Modeling • Small Group Discussion 	<ul style="list-style-type: none"> • Being with People – (Available from transition library) • Autism & PDD Social Skills Lessons by Linguistics (Available from Autism Resource Library) • DVD Social Thinking across the Home and School Day (Available from Autism Resource Library) • Be Cool – Coping with Difficult People (Available from Transition Library) • Social Skills Picture Books 	<p>Formative:</p> <ul style="list-style-type: none"> • Anecdotal Records • Teacher made checklists • Permanent product with rubric <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	

High School

<p>Health 4.5.8 Demonstrate nonviolent strategies to resolve conflicts. Example: Demonstrates how to resolve a conflict by showing how to stay calm and not make the conflict worse, assess risk of violence and leave if a weapon is present, agree that there is a problem, listen to the other person, work with them to identify choices to resolve the conflict, and compromise on a choice that is fair for both persons.</p> <p>Health 5.5.4 Demonstrate ways to communicate care, consideration, and respect of self and others. Example: Demonstrates how to show respect through the way they act, talk, and touch. Demonstrates how to express concern and offer help to a friend or family member who is having a problem.</p> <p>Health 5.5.7 Differentiate between negative and positive behaviors used in conflict situations. Example: Identifies arguing and criticizing as negative behaviors and taking responsibility for one's actions as a positive behavior to resolve conflicts.</p> <p>Health 6.5.3 Demonstrate healthy ways to express needs, wants, and feelings including I messages and assertive communication strategies. Example: Demonstrates how to use I messages to communicate anger.</p> <p>Health 6.5.5 Demonstrate attentive listening and other communication skills to build and maintain healthy</p>		<p>By Jed Baker (Available from Autism Resource Library)</p> <ul style="list-style-type: none"> • Circles Curriculum (Available from the Transition Library) • Worksheets for Teaching Social Thinking and Related Skills by Michelle Garcia Winner (Available from Autism Resource Library) • United Streaming Videos – www.unitedstreaming.com (requires subscription) • Video Series – Joining In: A Program for Teaching Social Skills (Available from Autism Resource Library) • Mind Reading – Interactive Guide to Emotions by the University of Cambridge (Available from Autism Resource Library) • Attainment's Social Standards at School (Judy and Tom Kinney) (Available from Transition Library) • Effective Listening Skills: Listening to What You Hear (Video) (Available from Transition Library) • www.lessonlocator.org (Indiana Academic Standards based lesson plans and assessments) 		
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High School

<p>relationships. Examples: Demonstrates attentive listening skills by showing how to pay careful attention to verbal and nonverbal communication, listen to understand, do not interrupt and provide verbal feedback that reflects the speaker's verbal and nonverbal communication. Demonstrates how to initiate and sustain conversation with another person by identifying themselves and discussing experiences, interests, and values that they have in common with the other person.</p> <p>Health 8.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health. Examples: Demonstrates the ability to match nonverbal communication with verbal communication to express care and concern for a friend or family member who has a problem. Demonstrates the ability to match verbal and nonverbal assertive communication skills to avoid or get away from threatening situations.</p>				
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Health Standard 6
Students will demonstrate the ability to implement decision-making and goal setting

<p>Indicators:</p> <p>Health 2.6.2 Demonstrate the ability to apply a decision-making process to problems. Example: Demonstrates the ability to think about choices, identify what could happen as a result of each</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • Direct Instruction • 1:1 Instruction • Role Playing • Social Stories 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Be Cool – Coping with Difficult People (Available from Transition Library) • United Streaming Videos www.unitedstreaming.com 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Anecdotal Records • Teacher made checklists • Permanent product 	<p>Teacher Notes:</p>
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High School

<p>choice, and make the best choice when deciding what to do when they are angry with another person.</p> <p>Health 8.6.1 Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively. Example: Demonstrates the ability to identify choices, identify the consequences of each choice, make the best choice, and reflect on the results of the choice when making decisions related to physical activity.</p> <p>Health 8.6.3 Demonstrate the ability to set goals that address personal strengths, needs, and risks. Example: Demonstrates the ability to set short and long-term goals-based on personal strengths, needs, and values.</p>	<ul style="list-style-type: none"> • Video Modeling • Small Group Discussion 	<p>(requires subscription)</p> <ul style="list-style-type: none"> • Worksheets for teaching Social Thinking and Related Skills by Michelle Garcia Winner (Available from Autism Resource Library) • Social Skills Strategies – A Social Emotional Curriculum for Adolescents (Available from Autism Resource Library) • Preparing for Life by Jed Baker (Available from Autism Resource Library) • Stepping Stones to Making Decisions and Setting Goals- A Life Skills Workbook for Career, Educational, and Personal Development (Available from Transition Library) • www.lessonlocator.org (Indiana Academic Standards based lesson plans and assessments) 	<p>with rubric</p> <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	
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Physical Education Standard 5

Demonstrates responsible personal and social behavior

<p>Indicators:</p> <p>PE 1.5.6 Accept constructive criticism from teacher and classmates. Example: When given constructive criticism, student will give an example of behavioral change to be made.</p> <p>PE 2.5. Follow teacher directives when</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • Direct Instruction • 1:1 Instruction • Role Playing • Social Stories • Video Modeling 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Be Cool – Coping with Difficult People (Available from Transition Library) • Autism & PDD Social Skills Lessons by Linguistics (Available from Autism 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Anecdotal Records • Teacher made checklists • Permanent product with rubric 	<p>Teacher Notes:</p>
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High School

<p>first directed. Example: Respond to teacher's directives, signals, and suggestions.</p> <p>PE 3.5.1 Demonstrate good sportsmanship in and out of class activities. Example: Accept losses in competition without whining or placing blame.</p> <p>PE 3.5.2 Recognize and avoid unsafe practices and situations. Example: Adhere to rules of conduct.</p> <p>PE 3.5. Respect the rights of others. Example: Share with those who have not had a turn.</p> <p>PE 4.5.2 Follow rules and safe practices in all class activities without being reminded. Example: Stop activity immediately upon signal from teacher.</p> <p>PE 6.5.1 Participate in cooperative activities in both a leadership and a follower role. Example: Choose partners for a cooperative activity who they feel can work efficiently and successfully together to reach a group goal.</p> <p>PE 6.5.2 Acknowledge and apply rules to situations to ensure personal and group safety. Example: Refrain from using equipment until instructed to do so by the teacher.</p> <p>PE 9.5.1 Demonstrate safe and appropriate use and care of equipment and facilities. Example: Anticipate potentially dangerous situations related to activity.</p>	<ul style="list-style-type: none"> • Small Group Discussion 	<p>Resource Library)</p> <ul style="list-style-type: none"> • DVD Social Thinking across the Home and School Day (Available from Autism Resource Library) • Social Skills Picture Books By Jed Baker (Available from Autism Resource Library) • www.lessonlocator.org (Indiana Academic Standards based lesson plans and assessments) • www.unitedstreaming.com (online streaming videos – requires a subscription) • Safety Smart Video Series (Available from Transition Library) 	<p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	
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Physical Education Standard 6 Demonstrates understanding and respect for differences among people				
Indicator(s):	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>PE 2.6.1 Demonstrate etiquette and concern toward others. Example: Encourage another to attempt a task a second or third time after an unsuccessful attempt.</p> <p>PE 3.6.1 Demonstrate a tolerance for individual differences. Example: Choose to participate in an activity with someone from another country, race, or culture.</p> <p>PE 5.6.1 Demonstrate positive attitude toward self and others through physical activity. e.g., Demonstrate and admiration for others by offering congratulations as appropriate.</p> <p>8.6.4 Resolve conflicts and accept decisions or judgments in socially accepted ways. Example: Accept and respect the decisions of authority figures.</p>	<ul style="list-style-type: none"> • Direct Instruction • 1:1 Instruction • Role Playing • Social Stories • Video Modeling • Small Group Discussion 	<ul style="list-style-type: none"> • Be Cool – Coping with Difficult People (available from Transition Library) • www.lessonlocator.org (Indiana Academic Standards based lesson plans and assessments) • www.unitedstreaming.com (online streaming videos – requires a subscription) 	<p>Formative:</p> <ul style="list-style-type: none"> • Anecdotal Records • Teacher made checklists • Permanent product with rubric <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	

Focus of Motor Skills within the Standards-Based Life Skills Curriculum

Students participating in the Standards-Based Life Skills Curriculum will acquire and demonstrate specific Motor Skills based on the Indiana Academic Standards and indicators. Practice and mastery of specific motor skills provide students the ability to physically navigate their worlds in order to:

- Support independence
- Access community resources
- Acquire and maintain vocational placement
- Participate in recreation and leisure activities
- Engage in social interaction

Early Childhood (Ages 3-5)

- Repeat movements
- Use reflexes
- Perform basic locomotive and non-locomotive skills
- Turn pages in a book
- Imitate and follow adult interactions
- Perform stability skills alone or with a partner

Primary (Grades K-2)

- Attempt novel gross/fine motor and sensory activities
- Participate in moderate to vigorous physical activity during and after school
- Apply movement concepts to specific movement situations
- Identify and solve problems through active explorations

Intermediate (Grades 3-5)

- Perform basic rhythmic skills alone and with a partner
- Participate in lifetime activities during physical education and recess
- Manipulate objects at a basic level
- Identify and use a variety of relationships with objects

Middle (Grades 6-8)

- Perform motor skills in progression of head control, rolling, sitting, standing, walking, running and climbing
- Demonstrate the ability to manipulate objects with greater accuracy
- Utilize implements combined with motor skills to perform specific skills
- Attempt more complex fine motor activities

High (Grades 9+)

- Combine different movement skills to form more complex skills
- Apply the concept of practice to improve skills in appropriate settings
- Demonstrate regular participation in health-related activities outside of class
- Describe the elements of a healthy lifestyle

Motor Skills

Level: Early Childhood (ages 3-5)

Gross Motor Skills

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>B.1.1 Explore objects, people, and things by kicking, reaching, grasping, and pulling. Demonstrates reaching skills; Demonstrates grasping skills</p> <p>B.1.5 Repeats a movement like a clap</p> <p>B.1.10 Imitate, follow, and enjoy adult interactions during games (e.g., peek-a-boo, pat-a-cake, moving to music/ dancing). Claps or moves to a beat</p> <p>B.2.1 Use reflexes such as searching for something to suck, turning head to avoid obstruction of breath, and grasping an object. Controls head purposefully</p> <p>B.2.3 Wiggle, bounce and kick. Kicks objects</p> <p>B.3.1 Perform motor skills in progression of head control, rolling, sitting, standing, walking, running, climbing. Demonstrates movement in a prone position; Demonstrates</p>	<ul style="list-style-type: none"> • Errorless teaching • 1-on-1 instruction • small group • reinforcement • cueing • prompting • repeated practice • modeling 	<ul style="list-style-type: none"> • Developmentally appropriate toys/manipulatives • Snack foods • Songs (Jan Kitson, Raffi, Hap Palmer) • Finger-plays • Balls • Playground equipment • Balls • Tunnel • Play tent/house • Mats • Hoop • Parachute • Occupational/Physical therapy • 6 in 1 play center • Main Street Playhouse • Tiger Hunt • Bear Hunt • Follow the Leader • Children’s bats, golf clubs • Learn to Move, Move to Learn: Dinosaurs (DVD and book) (Autism Resource Center) • Super Duper Publications • Discovery Toys • Creative Playthings • www.communicationssymbols.com • www.picsearch.com 	<p>Formative:</p> <ul style="list-style-type: none"> • ISTAR • Daily data sheets • Anecdotal records • Teacher Made Checklists • Physical Therapy notes • ABLLS • STAR (ProEd) <p>Summative:</p> <ul style="list-style-type: none"> • Video portfolio • Digital pictures • ISTAR • ABLLS • STAR (ProEd) 	

Early Childhood

<p>movement in a supine position; Demonstrates stability and balance in an upright position; Demonstrates movement in a an upright position; Crawls and creeps; Knee walks; Walks at an appropriate pace; Walks greater than 50 feet easily and with adequate speed; Walks with good posture; Runs; Climbs up and slides down the slide</p> <p>F.1.1 Perform locomotor and non-locomotor skills at a basic level (e.g., marching, walking, running, hopping, kicking, crawling, jumping forward with feet together, sliding, stretching, climbing, and walking in a line one behind the other). Kicks objects; Bounces on feet in attempt to jump; Jumps up with both feet clearing the floor</p> <p>F.1.2 Perform stability skills alone and/or with a partner. (e.g., transferring weight so as to rock, roll, stand on one foot for six seconds and walk up and down steps with alternating feet, tumbling skill of somersaults and log rolls, and walking on a balance</p>		<ul style="list-style-type: none"> • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special_ed/index.htm 		
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Early Childhood

<p>beam forward and backward). Rolls; Side steps around barriers; Walks while carrying an object</p> <p>F.1.3 Manipulate objects by throwing, catching large balls with two hands, striking, swinging, and pulling at a basic level. (e.g., throws an object at a target with an overhand motion and trunk rotation, throws something upward and catches it, and jumps over a stationary object). Releases objects; Catches objects; Throws/propels objects; Strikes objects</p>				
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Fine Motor Skills

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>B.1.1 Explore objects, people, and things by kicking, reaching, grasping, and pulling. Grasps small objects independently; Uses whole hand to grasp eating/writing utensils</p> <p>B.2.10 Turn pages in a book.</p> <p>B.2.12 Scribble with crayons or markers. Uses crayons, markers, pencils with assistance</p> <p>F.1.4 Perform basic rhythmical skills alone</p>	<ul style="list-style-type: none"> • Errorless teaching • 1-on-1 instruction • small group • reinforcement • cueing • prompting • repeated practice • modeling 	<ul style="list-style-type: none"> • Developmentally appropriate toys/manipulatives • Snack foods • Play musical instruments • Songs • Finger-plays • Tunnel • Hula-hoops • "obstacle course" • puzzles • shape-sorter • Giant Pegboard (Disc. Toys) • Books 	<p>Formative:</p> <ul style="list-style-type: none"> • ISTAR • ABLLS • Daily data sheets • Anecdotal records • Teacher Made Checklists • Physical Therapy notes • STAR (ProEd) <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	

Early Childhood

<p>and/or with a partner. (e.g., the child marches and dances to music or rhythmical sounds in free form or with simple adult directions). Uses both hands to perform motions to songs</p> <p>F.2.1 Identify and use a variety of spatial relationships with objects (e.g., the child will move self and/or an object over, under, beside, and through as directed by an adult). Isolates one or two fingers</p> <p>F.2.2 Apply movement concepts to specific movement situations (e.g., bend knees to soften the landing and avoid obstacles in the path). Uses glue/glue stick with assistance</p> <p>F.2.5 Identify and solve problems through active explorations. Places shapes in a shape sorter/form board; Completes inset puzzles of 3 pieces</p>		<ul style="list-style-type: none"> • markers, crayons, pencils • eating utensils • balls • interactive CDs • Head, Shoulders, Knees, and Toes CD • Main Street Playhouse • Obstacle course • Glue, glue stick • Nesting cups • Measure up cups (Disc. Toys) • Curiosity Cubes (Disc. Toys) • Hide Inside Surprise (Disc. Toys) • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special_ed/index.htm 	<ul style="list-style-type: none"> • ABLLS • Video portfolio • Digital pictures • STAR (ProEd) 	
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Motor Skills

Level: Primary (grades K-2)

Gross Motor Skills

<p>Indicators: F.1.2 Perform stability skills alone and/or with a partner. (e.g., transferring weight so as to rock, roll, stand on one foot for six seconds and walk up and down steps with alternating feet, tumbling skill of somersaults and log rolls, and walking on a balance beam forward and backward). Walks backwards; Walks up and down various surfaces; Navigates stair steps F.3.5 Attempt novel gross/fine motor and sensory activities (e.g., running, hopping, jumping, marching, throwing, catching, swinging). Swings, sways, bends, stretches and twists body; Jumps over line; Demonstrates movement skills that involve crossing the mid-line of the body K.3.1 Participate in moderate to vigorous physical activity during and after school. Example: Participate fully in physical education class</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • Community-based instruction • 1:1 instruction • Small group instruction • Reinforcement • Cueing • Repeated practice • Prompting • Peer modeling 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Music and Movement CD's (Greg and Steve, Jim Gill, Bean Bag Games) • Parachute • Low Balance Beam • Bean Bags 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Anecdotal records • Permanent product • Teacher observation (teacher-made checklists) • ISTAR <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>
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Primary

<p>activities, and in unstructured play with friends, family, or through organized movement experiences for young children.</p>				
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Fine Motor Skills

<p>Indicators: B.1.1 Explore objects, people, and things by kicking, reaching, grasping, and pulling. Uses thumb and two or more fingers to grasp eating utensils; Uses thumb and two or more fingers to grasp writing utensils; Strings beads; Manipulates dough/clay F.2.2 Apply movement concepts to specific movement situations (e.g., bend knees to soften the landing and avoid obstacles in the path). Uses crayons, markers, pencils independently; Uses dough/clay tools; Uses scissors F.2.5 Identify and solve problems through active explorations. Completes and interlocking puzzle of 8 or more pieces</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • Community-based instruction • 1:1 instruction • Small group instruction • Reinforcement • Cueing • Repeated practice • Prompting • Peer modeling 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Fine motor manipulatives • Scissors • Paper • Pencils/writing utensils • puzzles 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Anecdotal records • Permanent product • Teacher observation (teacher-made checklists) • ISTAR <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>
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Motor Skills

Level: Intermediate (grades 3-5)

Gross Motor Skills

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>K.1.1 Perform locomotor (traveling actions) and non-locomotor (movement in place) skills at a beginning level. Example: Walk, run, hop, jump, skip, leap, gallop, slide, swing, sway, bend, stretch, and twist with variation in speed, direction, force, shape, and level in general and personal space. Swings independently; Uses the seesaw with a partner; Climbs on playground equipment</p> <p>K.1.3 Manipulate objects (throw, catch, strike, swing, push, pull) at a basic level. Example: Throws an object with an overhand/underhand motion using various speeds, levels, and directions. Jumps rope. Catches objects; Kicks objects</p> <p>K.1.4 Perform basic rhythmic skills alone and with a partner. Example: Perform exercises or simple dances to music or to teacher/student produced rhythmical sounds. Physically</p>	<ul style="list-style-type: none"> • Community Based Instruction • teaching • small groups • re-inforcers • cueing • repeated practice • prompting • peer modeling 	<ul style="list-style-type: none"> • Music and Movement CD's (Greg and Steve, Jim Gill, Bean Bag games) • Parachute • low balance beam • bean bags <p><i>(These are for all indicators)</i></p>	<p>Formative:</p> <ul style="list-style-type: none"> • Teacher observations • Teacher made checklists • ISTAR <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	

Intermediate

<p>imitates the rhythmic movements of others</p> <p>1.3.1 Participate in lifetime activities during physical education and recess. Example: Participate in a twenty minute fitness walk (fast walk) during physical education class.</p> <p>2.2.1 Identify and uses a variety of relationships with objects (e.g. over/under, behind, alongside, through). Example: Participate in a simple obstacle course involving jumping across objects, moving under a bar, stepping through tires, etc. Completes obstacle course</p> <ul style="list-style-type: none"> • Follows repetitive patterns of movements (<i>This statement was in the original draft; was not identified with a current number</i>) 				
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Fine Motor Skills

<p>Indicators:</p> <p>F.1.3 Manipulate objects by throwing, catching large balls with two hands, striking, swinging, and pulling at a basic level. (e.g., throws an object at a target with an overhand motion and trunk rotation, throws something</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • Community Based Instruction • teaching • small groups • re-inforcers • cueing 	<p>Possible Materials and Resources:</p>	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Teacher observations • Teacher made checklists • ISTAR <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>
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Intermediate

<p>upward and catches it, and jumps over a stationary object). Uses thumb and first two fingers to grasp eating utensils; Uses thumb and first two fingers to grasp writing utensils</p> <p>F.2.2 Apply movement concepts to specific movement situations (e.g., bend knees to soften the landing and avoid obstacles in the path). Uses glue/glue stick</p> <p>F.3.5 Attempt novel gross/fine motor and sensory activities (e.g., running, hopping, jumping, marching, throwing, catching, swinging). Folds and tears paper</p>	<ul style="list-style-type: none">• repeated practice• prompting• peer modeling			
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Motor Skills

Level: Middle School (grades 6-8)

Gross Motor Skills

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources: These are for all indicators.	Possible Assessment Tools:	Teacher Notes:
<p>B.3.1 Perform motor skills in progression of head control, rolling, sitting, standing, walking, running, climbing. Performs the log roll</p> <p>1.1.3 Manipulate a variety of objects (throw, catch, strike, kick) while moving or standing still, using variations in force/effort. Example: Attempt throwing at various speeds, distances, and at targets. Catches medium sized objects in activities like Hot Potato.</p> <p>2.1.3 Demonstrate the ability to manipulate (throw, catch, strike, swing, push, pull) objects. Example: Jump a self-twirled rope. Attempts to jump rope</p> <p>2.1.4 Demonstrate the ability to perform basic rhythmic skills alone and with a partner. Example: Participate in jumping rope to music, coordinating the speed of the jump with the tempo (rate or speed) of the music. Performs simple dances to</p>	<ul style="list-style-type: none"> • Peer and teacher modeling • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing • Prompting • Repeated practice • Modeling 	<ul style="list-style-type: none"> • Participation in Physical Education classes • Music and movement CD's • Music classes • Balls, bats, Jump rope • Life of the Party (dance video) • Dance Dance Revolution (DDR) • Stretch and Exercise routines 	<p>Formative:</p> <ul style="list-style-type: none"> • Teacher created checklists • Documented observation by teacher <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	

Middle School

<p>music or rhythmic sounds; Dances/sways/taps toes/jumps/hops to music, alone or with others</p> <p>3.1.3 Utilize implements (bat, ball, racquet) combined with motor skills (movement skills) to perform specific skills. Example: Using a size appropriate bat, strike a ball that is thrown by a partner.</p> <p>3.4.6 Participate in activities that enhance health related (healthy lifestyle) fitness on a regular basis. Example: Stretch lower back and hamstrings (muscles on the back of the thigh) for 60 seconds per day.</p>				
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Fine Motor Skills

<p>Indicators: F.3.5 Attempt novel gross/fine motor and sensory activities (e.g., running, hopping, jumping, marching, throwing, catching, swinging). Turns keys, knobs and lids; Puts paperclips on paper</p>	<p>Best Practice Instructional Strategies:</p>	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Various locks and containers • Paper clips, keys • For fine motor strengthening: • Perla beads • Beads 1/4", 1/2" • Thera putty • Clothes pins • Pegs(small keyhole) 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Teacher created checklists • Documented observation by teacher <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>
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Motor Skills

Level: High School (grade 9 to adulthood)

Gross Motor Skills

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>2.1.1 Demonstrate the ability to perform locomotor (traveling actions) and non-locomotor (movement in place) skills proficiently. Example: Run, walk, and skip to music. When music stops they swing, sway, bend, reach without moving from their spot. Runs, walks, swings, sways, bends, and reaches to music</p> <p>3.1.2 Combine different movement skills to form more complex skills. Example: Dribble a soccer ball while running at different speeds and using the inside and outside of the feet. Dribbles ball</p> <p>4.2.2 Apply the concept of practice to improve skills in appropriate settings. Example: Using chest pass with a basketball, pass ball to a target successfully 10 times.</p> <p>4.3.2 Demonstrate regular</p>	<ul style="list-style-type: none"> • Repeated practice • Direct Instruction • 1:1 instruction • Video Modeling • Enrollment in P.E. Courses (APE and Gen. Ed. P.E.) • Encourage extracurricular activities such as Special Olympics • Small Group Instruction 	<ul style="list-style-type: none"> • Exercise Videos • Gen. Ed. P.E. curriculum • Music • Sports/Exercise Equipment • Exercise Log • Food/Nutrition curriculum • www.americanheart.org American Heart Association Website • www.mypyramid.gov Food Pyramid Website • Picture Choice Boards • www.lessonlocator.org (Indiana Academic Standards based lesson plans and assessments) • www.unitedstreaming.com (online streaming videos – requires a subscription) 	<p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklists • permanent product with rubric <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	

High School

<p>participation in health-related (healthy lifestyle) activities outside of class. Example: Participate in youth league soccer three afternoons a week.</p> <p>4.3.3 Identify those activities that are considered to be lifetime activities. Example: List activities such as swimming, golf, hiking and jogging.</p> <p>5.1.2 Demonstrate the ability to manipulate (throw, catch, strike, swing, push, pull) objects with the skills necessary to participate in games and lead-up (preparing for sports) activities. Example: Engage in simple games requiring manipulative skills.</p> <p>6.3.3 Describe the elements of a healthy lifestyle. Example: List the benefits of leading an active life.</p> <p>7.3.1 Select and participate in activities that will build their repertoire of lifetime activities. Example: Participate in primarily individual sports activities.</p> <p>8.3.1 Choose health enhancing activities for leisure time.</p>				
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High School

<p>Example: Participate in a tennis match rather than playing video games.</p>				
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Fine Motor Skills

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>F.1.3 Manipulate objects by throwing, catching large balls with two hands, striking, swinging, and pulling at a basic level. (e.g., throws an object at a target with an overhand motion and trunk rotation, throws something upward and catches it, and jumps over a stationary object). Grasps tools</p>	<ul style="list-style-type: none"> • Repeated Practice • 1:1 instruction • Direct Instruction • Small Group Instruction • Video Modeling 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Sports Equipment • Assorted Tools • www.lessonlocator.org (Indiana Academic Standards based lesson plans and assessments) • www.unitedstreaming.com (online streaming videos – requires a subscription) 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklists • permanent product with rubric <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	

Focus of Functional Self-Help Skills within the Standards-Based Life Skills Curriculum

Students participating in the Standards- Based Life Skills Curriculum will acquire and demonstrate specific Functional Self-Help Skills based on the Indiana Standards Tool for Alternate Reporting (ISTAR) and indicators in the areas of:

- Personal Care
- Independent Living skills
- Health Management
- Use of Common Tools and Devices
- Money Management
- Safety Practices
- Community Access

Early Childhood (Ages 3-5)

- Attempt to feed self with spoon
- Assist with dressing
- Cooperates with washing
- Cooperate with toileting
- Give first name
- Clean up own space
- Use toys appropriately
- With assistance practice safety drill procedures
- Remain seated during travel

Primary (Grades K-2)

- Feed self with fork
- Undress and dress self
- Wash hands, nose and brush teeth
- Toilet self
- Give name, age and gender upon request
- Attempt to pour and stir
- Wipe tables
- Identify helping professions
- Participate in physical activities
- Use simple items and tools
- Begin to understand the use of money
- Demonstrate safety
- Use the school library with help

Intermediate (Grades 3-5)

- Eat and drink independently
- Undress and dress self, including buttons and fasteners
- Wash hands, nose and brush teeth completely
- Toilet self
- Give some personal information
- Prepare to cook
- Complete simple household chores
- Use simple common tools independently, such as paper punch
- Exchange money
- Demonstrate safety
- Use community library

Middle School (Grades 6-8)

- Use a knife
- Button and fasten independently
- Brush/comb hair
- Take care of gender specific needs for females
- Give more personal information
- Prepare to cook simple meals
- Complete household chores
- Participate in age appropriate physical activities
- Use simple items appropriately
- Demonstrate how to place emergency numbers
- Grocery shop
- Count coins
- Use next dollar strategy
- Demonstrate safety
- Use community library and post office

High School (Grades 9+)

- Use clothing with fasteners and belt
- Demonstrate complete care for self
- Take care of gender specific needs for males
- Give complete personal information
- Prepare meal
- Perform more complicated household chores
- Develop lifelong leisure activities
- Make Dr. calls
- Use simple devices
- Manage money independently
- Demonstrate stranger and community safety
- Use public transportation
- Manage living options

Functional Self-Help Skills

Level: Early Childhood (ages 3-5)

Personal Care Skills

Indicator(s):	Best Practice Instructional Strategies	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p><i>Eating...</i></p> <ul style="list-style-type: none"> • Demonstrates swallowing • Reaches for an picks up cup • Returns cup to table • Manipulates food in mouth properly • Feeds self with fingers • Uses whole hand to grasp eating utensils • Feeds self with spoon 	<ul style="list-style-type: none"> • Errorless learning • 1-0n-1 instruction • small group • reinforcement • cueing • prompting • repeated practice • modeling • task analysis 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Adapted eating tools/spoons • Scoop bowls • Finger foods • Snack foods • Placement templates • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special_ed/index.htm 	<p>Formative:</p> <ul style="list-style-type: none"> • ISTAR • ABLLS • Daily data sheets • Teacher made checklists • Anecdotal records • Occupational Therapy notes • STAR (ProEd) <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • ABLLS • Video Portfolio • STAR (ProEd) 	
<p><i>Dressing...</i></p> <ul style="list-style-type: none"> • Removes shoes • Removes socks • Takes off front opening garments • Assists in the removal of pants/shorts by pulling legs out of garment • Takes off coat, jacket, hat, mitten or gloves • Pushes leg in to pants/shorts • Unzips • Unties • Zip engaged zipper 	<ul style="list-style-type: none"> • Errorless learning • 1-0n-1 instruction • small group • reinforcement • cueing • prompting • repeated practice • modeling 	<ul style="list-style-type: none"> • Student clothing • Seasonal clothing • Dress-Me-Up Mickey Mouse • Dolls & clothing • BoardMaker • Picture This • Fastener boards/boxes • Discovery Chest (Disc. Toys) • Fire Hose Set (Disc. Toys) • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org 	<p>Formative:</p> <ul style="list-style-type: none"> • ISTAR • ABLLS • Daily data sheets • Checklists • Anecdotal records • Occupational Therapy notes • STAR (ProEd) <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • ABLLS • Video Portfolio • STAR (ProEd) 	

Early Childhood

		<ul style="list-style-type: none"> • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special_ed/index.htm 		
<p><i>Hygiene...</i></p> <ul style="list-style-type: none"> • Cooperates in washing and drying face • Cooperates in washing and drying hands • Allows nose to be wiped • Cooperates with brushing teeth 	<ul style="list-style-type: none"> • Errorless learning • 1-0n-1 instruction • small group • reinforcement • cueing • prompting • repeated practice • modeling 	<ul style="list-style-type: none"> • Songs • Picture schedule • BoardMaker • Picture This • Monkey Mouth (Disc. Toys) • Sink • Tissues • Tooth brush • Picture sequence • Potty seats • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special_ed/index.htm 	<p>Formative:</p> <ul style="list-style-type: none"> • ISTAR • ABLLS • Daily data sheets • Teacher made checklists • Anecdotal records • Occupational Therapy notes • STAR (ProEd) <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • ABLLS • Video Portfolio • STAR (ProEd) 	
<p><i>Toileting...</i></p> <ul style="list-style-type: none"> • Cooperates with being placed on toilet • Toilets on a scheduled time with prompt • Flushes toilet 	<ul style="list-style-type: none"> • Errorless learning • 1-0n-1 instruction • small group • reinforcement • cueing • prompting • repeated practice • modeling 	<ul style="list-style-type: none"> • Books: Once Upon A Potty, Everybody Poops • BoardMaker • Picture This • Songs • Toileting video • Social stories • Potty seats • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org 	<p>Formative:</p> <ul style="list-style-type: none"> • ISTAR • ABLLS • Daily data sheets • Teacher made checklists • Anecdotal records • Occupational Therapy notes • STAR (ProEd) <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • ABLLS 	

		<ul style="list-style-type: none"> • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special_ed/index.htm 	<ul style="list-style-type: none"> • Video Portfolio • STAR (ProEd) 	
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Independent Living Skills

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p><i>Personal information...</i></p> <ul style="list-style-type: none"> • Gives [first] name upon request 	<ul style="list-style-type: none"> • Errorless learning • 1-0n-1 instruction • small group • reinforcement • cueing • prompting • repeated practice • modeling 	<ul style="list-style-type: none"> • Assistive devices • Nametags/cards • Digital pictures • Songs • Games • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special_ed/index.htm 	<p>Formative:</p> <ul style="list-style-type: none"> • ISTAR • ABLLS • Daily data sheets • Teacher made checklists • Anecdotal records • Occupational Therapy notes • STAR (ProEd) <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • ABLLS • Video Portfolio • STAR (ProEd) 	
<p><i>Household chores...</i></p> <ul style="list-style-type: none"> • Turns faucets off and on with prompting • Follows procedures to clean up space 	<ul style="list-style-type: none"> • Errorless learning • 1-0n-1 instruction • small group • reinforcement • cueing • prompting • repeated practice • modeling 	<ul style="list-style-type: none"> • Task picture schedule • Snack mats, utensils • Toys • Manipulatives • Visual sequence • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org 	<p>Formative:</p> <ul style="list-style-type: none"> • ISTAR • ABLLS • Daily data sheets • Teacher made checklists • Anecdotal records • Occupational Therapy notes 	

Early Childhood

		<ul style="list-style-type: none"> • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special_ed/index.htm 	<ul style="list-style-type: none"> • STAR (ProEd) <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • ABLLS • Video Portfolio • STAR (ProEd) 	
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Use of Common Tools and Devices

<p>Indicators:</p> <ul style="list-style-type: none"> • Transfers materials with a spoon • Uses simple toys appropriately 	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • Errorless teaching • 1-on-1 instruction • small group • reinforcement • cueing • prompting • repeated practice • modeling • integrated play groups 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Developmentally Appropriate toys/games • Sand/rice table • Snack foods • Cooking activities • Utensils • Play dough • Book: Teaching Play Skills • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special_ed/index.htm 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • ISTAR • ABLLS • Daily data sheets • Teacher made checklists • Anecdotal records • Occupational Therapy notes • STAR (ProEd) <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • ABLLS • Video Portfolio • STAR (ProEd) 	<p>Teacher Notes:</p>
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Safety Practices

<p>Indicators:</p> <ul style="list-style-type: none"> • Practices storm drill procedures with assistance 	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • Reinforcement • Cueing • Prompting • Repeated practice 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Task picture sequence • Social story • Videotaping • Picture schedule • www.communicationsymbols.com 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • ISTAR • ABLLS • Daily data sheets • Teacher made 	<p>Teacher Notes:</p>
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Early Childhood

	<ul style="list-style-type: none"> modeling 	<ul style="list-style-type: none"> m www.picsearch.com www.icontalk.com www.tinsnips.org www.do2learn.com www.help4teachers.com/tips.htm www.dodea.edu/instruction/curriculum/special_ed/index.htm 	<ul style="list-style-type: none"> checklists Anecdotal records Occupational Therapy notes STAR (ProEd) <p>Summative:</p> <ul style="list-style-type: none"> ISTAR ABLIS Video Portfolio STAR (ProEd) 	
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Community Access

<p>Indicators: <i>Transportation...</i></p> <ul style="list-style-type: none"> Remains seated during travel 	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> Reinforcement Cueing Prompting Repeated practice Modeling Cartooning Social stories Video self-modeling 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> Social story Videotaping Picture schedule Book: Going to School www.communicationsymbols.com www.picsearch.com www.icontalk.com www.tinsnips.org www.do2learn.com www.help4teachers.com/tips.htm www.dodea.edu/instruction/curriculum/special_ed/index.htm 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> ISTAR ABLIS Daily data sheets Teacher made checklists Anecdotal records Occupational Therapy notes STAR (ProEd) <p>Summative:</p> <ul style="list-style-type: none"> ISTAR ABLIS Video Portfolio STAR (ProEd) 	<p>Teacher Notes:</p>
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Functional Self-Help Skills

Level: Primary (grades K-2)

Personal Care Skills

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p><i>Eating...</i></p> <ul style="list-style-type: none"> • Drinks from a straw • Returns cup to table without spilling • Uses thumb and two or more fingers to grasp eating utensils • Feeds self with form • Opens milk cartons • Carries tray or plate without assistance • Follows procedure to clean up space after eating 	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice • community based instruction • shaping • picture prompting system • visual supports 	<ul style="list-style-type: none"> • utensils • cafeteria • community restaurants • kitchen • classroom jobs 	<p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation (teacher-made checklists) • ISTAR • task analysis <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • task analysis 	
<p><i>Dressing...</i></p> <ul style="list-style-type: none"> • Takes off pullover/front opening garments • Removes pants/shorts without fasteners • Puts on socks • Puts on shoes • Puts on t-shirt, dress, or sweater with no fasteners • Pts on pants/shorts with elastic waist • Puts on coat or jacket • Puts on mittens • Unfastens snaps 	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice • community based instruction • backward chaining • visual supports 	<ul style="list-style-type: none"> • clothing • dressing vests • Dressing dolls • OT dressing cube 	<p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation (teacher-made checklists) • ISTAR • task analysis <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • task analysis 	

Primary

<p><i>Hygiene...</i></p> <ul style="list-style-type: none"> • Recognizes when face and hands are messy • Washes hands completely • Acknowledges the need to wipe nose • Blows nose into held tissue • Prepares toothbrush with toothpaste • Holds toothbrush to teeth 	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice • visual supports 	<ul style="list-style-type: none"> • toothbrush & toothpaste • tissue 	<p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation (teacher-made checklists) • ISTAR • task analysis <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • task analysis 	
<p><i>Toileting...</i></p> <ul style="list-style-type: none"> • Toilets self at scheduled times • Gets toilet paper • Washes hands after toileting • Closes bathroom door when using bathroom 	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice • visual supports 	<ul style="list-style-type: none"> • scheduling chart • bathroom • social stories • training toilet paper • toilet targets 	<p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation (teacher-made checklists) • ISTAR • task analysis <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • task analysis 	

Independent Living Skills

<p>Indicators:</p> <p><i>Personal information...</i></p> <ul style="list-style-type: none"> • Gives last name upon request • Gives age upon request • Gives gender upon request 	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice • modeling • Community based instruction • role playing 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • sentence strips • toy telephone • wallet with personal information 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation (teacher-made checklists) • ISTAR <p>Summative:</p> <ul style="list-style-type: none"> • -STAR 	<p>Teacher Notes:</p>
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Primary

<p><i>Food preparation...</i></p> <ul style="list-style-type: none"> Attempts pouring and stirring ingredients 	<ul style="list-style-type: none"> 1:1 instruction small group instruction reinforcement cueing prompting repeated practice visual supports 	<ul style="list-style-type: none"> adapted recipes <u>Cooking to Learn</u> (PCI) adapted utensils powerlink (for switches) kitchenware 	<p>Formative:</p> <ul style="list-style-type: none"> Teacher observation (teacher-made checklists) ISTAR <p>Summative:</p> <ul style="list-style-type: none"> ISTAR 	
<p><i>Household chores...</i></p> <ul style="list-style-type: none"> Turns faucets off and on Wipes tables 	<ul style="list-style-type: none"> 1:1 instruction small group instruction reinforcement cueing prompting repeated practice picture/auditory prompting systems visual supports 	<ul style="list-style-type: none"> cleaning materials classroom jobs 	<p>Formative:</p> <ul style="list-style-type: none"> Teacher observation (teacher-made checklists) ISTAR task analysis <p>Summative:</p> <ul style="list-style-type: none"> ISTAR task analysis 	

Health Management Skills

<p>Indicators:</p> <ul style="list-style-type: none"> Identifies helping professionals in the medical field Actively participates in class activities Participates in a variety of age- developmentally appropriate physical activities 	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> 1:1 instruction small group instruction reinforcement cueing prompting repeated practice community based instruction 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> community helper flashcards Edmark safety cards/workbooks social stories 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> Teacher observation (teacher-made checklists) ISTAR <p>Summative:</p> <ul style="list-style-type: none"> ISTAR task analysis 	<p>Teacher Notes:</p>
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Use of Common Tools and Devices				
Indicators: <ul style="list-style-type: none"> • Uses simple items appropriately [e.g., scissors, stapler] • Uses a rolling pin to flatten material • Uses a hammer to pound in objects • Uses utensils to eat 	Best Practice Instructional Strategies: <ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice 	Possible Materials and Resources: <p>Play dough tools play kitchen classroom jobs</p>	Possible Assessment Tools: <p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation (teacher-made checklists) • ISTAR <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	Teacher Notes:

Money Management				
Indicators: <ul style="list-style-type: none"> • Recognizes that money is exchanged for wants and needs 	Best Practice Instructional Strategies: <ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice • community based instruction • role playing/pretend play 	Possible Materials and Resources: <ul style="list-style-type: none"> • token economy • cash register 	Possible Assessment Tools: <p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation (teacher-made checklists) • ISTAR <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	Teacher Notes:

Safety Practices				
Indicators: <ul style="list-style-type: none"> • Demonstrates appropriate use of playground equipment • Turns on lights when in the dark • Recognizes and responds to emergency alarms • Locates EXIT signs 	Best Practice Instructional Strategies: <ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • visual supports • community based instruction • repeated practice 	Possible Materials and Resources: <ul style="list-style-type: none"> • Safety signs • social stories 	Possible Assessment Tools: Formative: <ul style="list-style-type: none"> • Teacher observation (teacher-made checklists) • ISTAR Summative: <ul style="list-style-type: none"> • ISTAR 	Teacher Notes:

Community Access				
Indicators: <i>Transportation...</i> <ul style="list-style-type: none"> • Utilizes a seatbelt 	Best Practice Instructional Strategies: <ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice • community-based instruction 	Possible Materials and Resources:	Possible Assessment Tools: Formative: <ul style="list-style-type: none"> • Teacher observation (teacher-made checklists) • ISTAR Summative: <ul style="list-style-type: none"> • ISTAR 	Teacher Notes:
<i>Utilizes community resources...</i> <ul style="list-style-type: none"> • Asks for assistance from the school librarian • Finds books in the school library • Checks out school library material 	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice 	<ul style="list-style-type: none"> • cue cards 	Formative: <ul style="list-style-type: none"> • Teacher observation (teacher-made checklists) • ISTAR Summative: <ul style="list-style-type: none"> • ISTAR 	

Functional Self-Help Skills

Level: Intermediate (grades 3-5)

Personal Care Skills

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p><i>Eating...</i></p> <ul style="list-style-type: none"> • Gets drink from faucet • Uses thumb and first two fingers to grasp eating utensils • Spreads with knife • Opens plastic wrappers and containers 	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice • community based instruction • shaping • picture prompting system • visual supports 	<ul style="list-style-type: none"> • utensils • cafeteria • community restaurants • kitchen 	<p>Formative:</p> <ul style="list-style-type: none"> • ISTAR • Teacher observations • Teacher made checklists <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	
<p><i>Dressing...</i></p> <ul style="list-style-type: none"> • Takes off pullover/front opening garments • Removes pants/shorts with fasteners • Puts shoes on correct feet • Puts on pants/shorts including fastening • Gets clothes right-side out, front and back correct • Unfastens buttons • Fastens snaps 	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice • community based instruction • shaping • picture prompting system • visual supports 	<ul style="list-style-type: none"> • clothing • dressing vests • Dressing dolls • OT dressing cube 	<p>Formative:</p> <ul style="list-style-type: none"> • ISTAR • Teacher observations • Teacher made checklists <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	
<p><i>Hygiene...</i></p> <ul style="list-style-type: none"> • Dries hands completely • Brushes all surfaces of teeth • Rinses out mouth 	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice 	<ul style="list-style-type: none"> • toothbrush & toothpaste • tissue 	<p>Formative:</p> <ul style="list-style-type: none"> • ISTAR • Teacher observations • Teacher made checklists <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	

Intermediate

	<ul style="list-style-type: none"> communitybased instruction shaping picture prompting system visual supports 			
<p><i>Toileting...</i></p> <ul style="list-style-type: none"> Urinates in toilet Voids bowels in toilet Wipes self Locates and uses gender appropriate bathroom 	<ul style="list-style-type: none"> 1:1 instruction small group instruction reinforcement cueing prompting repeated practice community based instruction shaping picture prompting system visual supports 	<ul style="list-style-type: none"> safety signs and symbols scheduling chart social stories training toilet paper toilet targets 	<p>Formative:</p> <ul style="list-style-type: none"> ISTAR Teacher observations Teacher made checklists <p>Summative:</p> <ul style="list-style-type: none"> ISTAR 	

Independent Living Skills

<p>Indicators:</p> <ul style="list-style-type: none"> <i>Personal information...</i> Gives home phone number [including area code] upon request Gives complete birthday upon request Gives home city Gives home state Gives school name 	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> 1:1 instruction small group instruction reinforcement cueing prompting repeated practice community based instruction shaping picture prompting system visual supports 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> sentence strips toy telephone wallet with personal information Fanny pack 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> ISTAR Teacher observations Teacher made checklists <p>Summative:</p> <ul style="list-style-type: none"> ISTAR 	<p>Teacher Notes:</p>
<p><i>Food preparation...</i></p> <ul style="list-style-type: none"> Gathers needed food and equipment 	<ul style="list-style-type: none"> 1:1 instruction small group instruction reinforcement cueing 	<ul style="list-style-type: none"> adapted recipes <u>Cooking to Learn</u> (PCI) adapted utensils 	<p>Formative:</p> <ul style="list-style-type: none"> ISTAR Teacher observations Teacher made 	

Intermediate

<ul style="list-style-type: none"> Washes hands before handling food Pours and stirs ingredients Opens simple packages, plastic wrappers and containers 	<ul style="list-style-type: none"> prompting repeated practice community based instruction shaping picture prompting system visual supports 	<ul style="list-style-type: none"> powerlink (to adapt appliances w/switch) kitchenware classroom jobs 	<p>checklists</p> <p>Summative:</p> <ul style="list-style-type: none"> ISTAR 	
<p><i>Household chores...</i></p> <ul style="list-style-type: none"> Sets table Clears table Rinses dirty dishes Hangs clothes on hook Purposely places belongings Locates possessions Keeps personal area organized Manages supplies 	<ul style="list-style-type: none"> 1:1 instruction small group instruction reinforcement cueing prompting repeated practice community based instruction shaping picture prompting system visual supports 	<ul style="list-style-type: none"> classroom jobs social stories imaginative play personal checklists picture schedules labels 	<p>Formative:</p> <ul style="list-style-type: none"> ISTAR Teacher observations Teacher made checklists <p>Summative:</p> <ul style="list-style-type: none"> ISTAR 	

Health Management Skills

<p>Indicators:</p> <ul style="list-style-type: none"> Participates in a variety of [age- / developmentally appropriate] physical activities 	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> 1:1 instruction small group instruction reinforcement cueing prompting repeated practice community based instruction shaping picture prompting system visual supports 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> social stories 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> ISTAR Teacher observations Teacher made checklists <p>Summative:</p> <ul style="list-style-type: none"> ISTAR 	<p>Teacher Notes:</p>
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Use of Common Tools and Devices				
<p>Indicators:</p> <ul style="list-style-type: none"> • Uses simple items appropriately [e.g., paper punch, pencil sharpener] • Answers the telephone appropriately • Appropriately greets a caller on the phone • Uses technology for entertainment • Uses toys and games appropriately 	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice • community based instruction • shaping • picture/auditory prompting systems • visual supports • role playing 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • structured leisure activities • classroom jobs • play phone • social stories 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • ISTAR • Teacher observations • Teacher made checklists <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>

Money Management				
<p>Indicators:</p> <ul style="list-style-type: none"> • Exchanges money in real-life situations 	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice • community based instruction • shaping • picture prompting system • visual supports • next dollar strategy 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • token economy • cash register • board games • play money 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • ISTAR • Teacher observations • Teacher made checklists <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>

Safety Practices				
<p>Indicators:</p> <ul style="list-style-type: none"> • Practices caution around steps and stairs • Avoids hot surfaces and substances 	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice • community based instruction • shaping • picture prompting system • visual support 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • safety signs and symbols (Edmark) 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • ISTAR • Teacher observations • Teacher made checklists <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>

Community Access				
<p>Indicators:</p> <p><i>Transportation...</i></p> <ul style="list-style-type: none"> • Boards and leaves school bus safely 	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • prompting • repeated practice • community based instruction • shaping • picture prompting system • visual supports 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • social stories • Cue Cards 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • ISTAR • Teacher observations • Teacher made checklists <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>

Intermediate

<p><i>Utilizes community resources...</i></p> <ul style="list-style-type: none"> Asks for assistance from the community librarian 	<ul style="list-style-type: none"> 1:1 instruction small group instruction reinforcement cueing prompting repeated practice community based instruction shaping picture prompting system visual supports 		<p>Formative:</p> <ul style="list-style-type: none"> ISTAR Teacher observations Teacher made checklists <p>Summative::</p> <ul style="list-style-type: none"> ISTAR 	
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Functional Self-Help Skills

Level: Middle School (grades 6-8)

Personal Care Skills

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p><i>Eating...</i></p> <ul style="list-style-type: none"> Cuts with knife 	<p>(These strategies can be used for all indicators)</p> <ul style="list-style-type: none"> Errorless Teaching 1-on-1 instruction Small group Reinforcement Cueing Prompting Repeated practice Modeling Backward chaining 	<ul style="list-style-type: none"> Knife(start with plastic work up to real) Play dough 	<p>(These assessment tools can be used for all the indicators)</p> <p>Formative:</p> <ul style="list-style-type: none"> observation with anecdotal records teacher created task analysis <p>Summative:</p> <ul style="list-style-type: none"> ISTAR 	
<p><i>Dressing...</i></p> <ul style="list-style-type: none"> Ties shoelaces Puts on gloves Engages zipper Fastens buttons 		<ul style="list-style-type: none"> Shoes, gloves, pants, shirts, Manipulative boards 	<p>Formative:</p> <ul style="list-style-type: none"> observation with anecdotal records teacher created task analysis <p>Summative:</p> <ul style="list-style-type: none"> ISTAR 	
<p><i>Hygiene...</i></p> <ul style="list-style-type: none"> Washes and dries face Wipes own nose Brushes/combs hair 		<ul style="list-style-type: none"> Wash cloth, soap, towel, Kleenex, brush, comb transition library videos Attainment’s Personal Success book 	<p>Formative:</p> <ul style="list-style-type: none"> observation with anecdotal records teacher created task analysis <p>Summative:</p> <ul style="list-style-type: none"> ISTAR 	

Middle School

<p><i>Toileting...</i></p> <ul style="list-style-type: none"> • Takes care of gender-specific needs (for females) 		<ul style="list-style-type: none"> • Transition library videos, female supplies, • Attainment's Personal Success book 	<p>Formative:</p> <ul style="list-style-type: none"> • observation with anecdotal records • teacher created task analysis <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	
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Independent Living Skills

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p><i>Personal information...</i></p> <ul style="list-style-type: none"> • Gives street number • Gives street name • Gives parents' names upon request • Gives school name 	<ul style="list-style-type: none"> • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing • Prompting • Repeated practice • Modeling • Backward chaining 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Computer, • writing worksheet, • sentence strip with printed information • Having a card with information 	<p>Formative:</p> <ul style="list-style-type: none"> • observation with anecdotal records • teacher created task analysis <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	
<p><i>Food preparation...</i></p> <ul style="list-style-type: none"> • Identifies food served at breakfast, lunch, and dinner • Stores food properly • Opens packages, plastic wrappers and containers • Rinses fresh fruits or 		<ul style="list-style-type: none"> • Pictures or actual food items to sort into categories • Cooking activities • Baggies, Tupperware, refrigerator, freezer • Fruit and vegetables, sink • Attainment's Look 'n Cook Microwave, 		

Middle School

<ul style="list-style-type: none"> vegetables Follows simple preparation instructions; i.e. heating in microwave, making sandwich 		<ul style="list-style-type: none"> Cooking to Learn 1 & 2, The Cooking Kit (C.K. Enterprises) Basic Cooking and Nutrition for Special Students (Jean Bunnell, J Weston Walsh, publisher) 		
<p><i>Household chores...</i></p> <ul style="list-style-type: none"> Washes dishes Puts dishes away Dusts furniture Cleans [room] fixtures Cleans appliances Puts dirty laundry in hamper Put clean laundry away 		<ul style="list-style-type: none"> Rags, cleaning supplies Attainment's Personal Success Book Laundry hamper or basket Classroom chores 		

Health Management Skills

<p>Indicators:</p> <ul style="list-style-type: none"> Participates in a variety of [age- / developmentally appropriate] physical activities 	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> Errorless Teaching 1-on-1 instruction Small group Reinforcement Cueing Prompting Repeated practice Modeling Backward chaining 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> Weight room Gym exercise videos/ DVD's General Ed Physical Ed classes (Wellness) 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> observation with anecdotal records teacher created task analysis <p>Summative:</p> <ul style="list-style-type: none"> ISTAR 	<p>Teacher Notes:</p>
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Use of Common Tools and Devices

<p>Indicators:</p> <ul style="list-style-type: none"> • Uses simple items appropriately [e.g., keys and locks] • Uses common measuring tools in correct context • Demonstrates how to place an emergency call using a telephone 	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing • Prompting • Repeated practice • Modeling • Backward chaining 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Lockers • Padlock • Cabinets • using a teacher created practice board. • Above mentioned cooking books • Hammer • Screwdriver • Nails • teacher created practice board. • telephone 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • observation with anecdotal records • teacher created task analysis <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>
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Money Management

<p>Indicators:</p> <ul style="list-style-type: none"> • Follows a written/ pictorial grocery list • Locates items in the store • Orders own meals when eating out • Attempts to count money and check math • Find the value of a collection of pennies, nickels, dimes, quarters and dollars. • Use real money to decide whether there is enough money to make a purchase. 	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing • Prompting • Repeated practice • Modeling • Backward chaining 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • all above mentioned cooking materials • grocery ads • Menu 's, Menu math • Grocery store • Restaurant • Real Money • Touch Money, • Money Bingo • Money flash cards • Attainment Money Station, • Next dollar shopping • Grocery Store Game, • Menu Math • Market Math • Calculator, Coinulator 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • observation with anecdotal records • teacher created task analysis <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>
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Safety Practices				
<p>Indicators:</p> <ul style="list-style-type: none"> • Avoids potentially harmful substances • Remains quiet and orderly in emergency situations • Demonstrates procedures for contacting emergency response team 	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing • Prompting • Repeated practice • Modeling • Backward chaining 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Safety in and Around the home cards • use pictures and words such as caution, poison, danger, keep out, do not enter • (Edmark Functional Word Series- Safety words) 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • observation with anecdotal records • teacher created task analysis <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>

Community Access				
<p>Indicators:</p> <p><i>Transportation...</i></p> <ul style="list-style-type: none"> • Carries personal identification when traveling 	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing • Prompting • Repeated practice • Modeling • Backward chaining 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Personal identification card • Checklist for preparing to leave • Attainments Community Success 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • observation with anecdotal records • teacher created task analysis <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>

Middle School

<p><i>Utilizes community resources...</i></p> <ul style="list-style-type: none">• Finds books in the [community] library• Finds tapes or CDs at the [community] library• Checks out [community] library material• Prepares a letter for the mail• Puts letter in mailbox		<ul style="list-style-type: none">• Attainments Community Success• Public Library, Post office• Social story giving steps for checking out at the library.• Have a purpose for writing, to communicate something such as invitation, thank you note, etc.• Addresses of friends or relatives• address an envelope• computer• envelope, stamps		
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Functional Self-Help Skills

Level: High School (grade 9 to adulthood)

Personal Care Skills

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p><i>Dressing...</i></p> <ul style="list-style-type: none"> • Puts on front opening shirt with fasteners • Unfastens belts • Buckles belt • Manages gender-specific needs regarding undergarments and swimwear 	<ul style="list-style-type: none"> • Repeated Practice • Direct Instruction • 1:1 Instruction • Video Modeling 	<ul style="list-style-type: none"> • Video Modeling • Picture Prompts • Peer Modeling • Hygiene Checklist • Adapted Devices as necessary • Personal Success Life Skills Games – Looking Good #5 (available from Transition Library) • First Impressions Video Series – Dress (available from Transition Library) 	<p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklists • permanent product with rubric • Street Survival Skills Questionnaire (Available from Transition Library) • task analysis • observation documentation <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	
<p><i>Hygiene...</i></p> <ul style="list-style-type: none"> • Covers nose when sneezing • Covers mouth when coughing • Locates all needed supplies for bathing • Bathes or showers • Washes hair • Cares for own nails • Uses deodorant • Uses razor/shaver • Uses dental floss • Dries hair 	<ul style="list-style-type: none"> • Repeated Practice • Direct Instruction • 1:1 Instruction • Video Modeling 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Video Modeling • Picture Prompts • Peer Modeling • Hygiene Checklist • Adapted Devices as necessary • Personal Success Looking Good (available from Transition Library) • First Impressions Module 1 – Hygiene (available from Transition Library) • First Impressions Module 2 – Grooming (available from Transition Library) • Life Skills Curricula Series – 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklists • permanent product with rubric • Street Survival Skills Questionnaire (Available from Transition Library) • task analysis <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	

High School

		<p>Looking Good</p> <ul style="list-style-type: none"> • (available from Transition Library) • www.unitedstreaming.com (online streaming videos – requires a subscription) 		
<p><i>Toileting...</i></p> <ul style="list-style-type: none"> • Takes care of gender-specific needs [for males] 	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • Repeated Practice • Direct Instruction • 1:1 Instruction 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Social Stories • Taking Care of Myself: A Hygiene, Puberty and Personal Curriculum for Young People with Autism 	<p>For Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklists • permanent product with rubric • Street Survival Skills Questionnaire (Available from Transition Library) • task analysis <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	

Independent Living Skills

<p>Indicators:</p> <ul style="list-style-type: none"> • Gives complete address upon request • Gives zip code • Gives country • Gives school name 	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • Repeated Practice • Direct Instruction • 1:1 Instruction • Mock Job Interviews 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • State ID card • Practice Job Applications • Life Skills Game - #2 You Tell Me (available from Transition Library) • Make and/or use Flash Cards 	<p>For Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklists • permanent product with rubric • Street Survival Skills Questionnaire (Available from Transition Library) • Task Analysis <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>
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High School

<p><i>Food preparation...</i></p> <ul style="list-style-type: none"> • Chooses nutritious food • Restricts intake of unhealthy foods • Regulates quantity of foods consumed • Monitors freshness and disposes of spoiled food • Prepares simple packaged foods • Pours and stirs ingredients without spilling • Measures ingredients accurately • Uses appliances with prompting and supervision 	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • Community Based Instruction • Repeated Practice • Direct Instruction • 1:1 Instruction • Video Modeling • Lab Demonstrations 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Food Pyramid • Cooking to Learn (PCI) • Kitchen Access and Kitchen supplies • Online Videos (Google videos) • Life Skills Curricula Series – Home Cooking (available from Transition Library) • Life Skills Curricula Series – Select A Meal (available from Transition Library) • www.unitedstreaming.com (online streaming videos – requires a subscription) 	<p>For Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklists • permanent product with rubric • Street Survival Skills Questionnaire (Available from Transition Library) • task analysis <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>
<p><i>Household chores...</i></p> <ul style="list-style-type: none"> • Selects appropriate cleaning products and supplies • Cleans floor • Adjusts temperature for use • Cleans bathroom fixtures , i.e. faucets • Cleans toilet • Cleans sink • Empties trash • Cleans mirrors • Sorts-laundry 	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • Video Modeling • 1:1 instruction • In-School Jobs • Adapt activity as needed 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Social Stories • Video • www.unitedstreaming.com (online streaming videos – requires a subscription) 	<p>For Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklists • permanent product with rubric • Street Survival Skills Questionnaire (Available from Transition Library) • task analysis <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>

High School

<ul style="list-style-type: none"> according to color Folds laundry Hangs clothes on hanger Operates washing machine Operates clothes dryer Calls for repairs 				
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Health Management Skills

Indicators: <ul style="list-style-type: none"> Follows medication schedule as prescribed Participates in a variety of age- / developmentally appropriate physical activities Develops outdoor and lifelong leisure pursuits Identifies personal health fitness goals 	Best Practice Instructional Strategies: <ul style="list-style-type: none"> Repeated Practice Direct Instruction 1:1 Instruction Community Based Instruction 	Possible Materials and Resources: <ul style="list-style-type: none"> Watch with Alarm Fitness Journal Daily Schedule Physical Education Courses Remedia Life Skills - Exercise www.unitedstreaming.com (online streaming videos – requires a subscription) 	Possible Assessment Tools: <p>Formative:</p> <ul style="list-style-type: none"> student/parent report anecdotal records teacher checklists permanent product with rubric Street Survival Skills Questionnaire (Available from Transition Library) <p>Summative:</p> <ul style="list-style-type: none"> ISTAR 	Teacher Notes:
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Health Management Skills

Indicators: <ul style="list-style-type: none"> Manages medication as prescribed Calls a doctor or hospital when ill or hurt 	Best Practice Instructional Strategies: <ul style="list-style-type: none"> Repeated Practice Direct Instruction 1:1 Instruction 	Possible Materials and Resources: <ul style="list-style-type: none"> Emergency information card Medical Alert Bracelet Phone Book 	Possible Assessment Tools: <p>Formative:</p> <ul style="list-style-type: none"> student/parent report anecdotal records teacher checklists 	Teacher Notes:
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High School

<ul style="list-style-type: none"> • Calls a doctor to make routine wellness appointments 			<ul style="list-style-type: none"> • permanent product with rubric • Street Survival Skills Questionnaire (Available from Transition Library) <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	
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Use of Common Tools and Devices

<p>Indicators:</p> <ul style="list-style-type: none"> • Uses simple items appropriately; e.g., vacuums, wrench, hammer, nail, screwdriver, combination lock • Dials given telephone numbers appropriately • Receives information using a telephone and takes a simple message 	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • Repeated Practice • Direct Instruction • 1:1 Instruction 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Simple Items • Phone • Phonebook • Message Pad 	<p>Possible Assessment Tools: For Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklists • permanent product with rubric • Street Survival Skills Questionnaire (Available from Transition Library) • observation documentation <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>
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Money Management

<p>Indicators:</p> <ul style="list-style-type: none"> • Accepts when things cannot be afforded • Prepares a grocery list 	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • Repeated Practice • Direct Instruction 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Grocery Ads • Menus from Local Restaurants • Menu Math 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklists 	<p>Teacher Notes:</p>
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High School

<ul style="list-style-type: none"> • Reads label/freshness date • Demonstrates the ability to shop in a department store • Orders and pays for own meals when eating out [and calculates tip] • Recognizes, counts, and exchanges money in real-life situations • Understands how to write a check • Understands how to fill out deposit slips • Understands how to balance checkbook 	<ul style="list-style-type: none"> • 1:1 Instruction • Community Based Instruction 	<ul style="list-style-type: none"> • Market Math • Touch Money • Vocab Cards • Coin Flip and Dollar Flip books • Computer to prepare grocery list • Tip Chart • U-Scan lane • An Introduction to Intelligent Money Management - Video (available from Transition Library) • Budget Town (Game) (available from Transition Library) • Dollars & Sense – CD Rom (available from Transition Library) • Money Station (Box Set) (available from Transition Library) • Managing your Personal Finances (Linx Ed Publishing) Show me the Money- Understanding Your Paycheck (available from Transition Library) • Managing Your Personal Finances (Linx Ed. Publishing) Money Matters – Basic Money Management • Managing Your Personal Finances (Linx Ed. Publishing) Extra Credit – Understanding Do's and Don'ts of Using Credit (available from Transition Library) • Life Skills Games #9 – Money 	<ul style="list-style-type: none"> • permanent product with rubric • Street Survival Skills Questionnaire (Available from Transition Library) • observation documentation <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	
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		<p>Skills (available from Transition Library)</p> <ul style="list-style-type: none"> • Sending Money (CD-Rom) (available from Transition Library) • Writing Checks Right Workbook (available from Transition Library) • www.unitedstreaming.com (online streaming videos – requires a subscription) • Visits to financial institutions 		
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Safety Practices

<p>Indicators:</p> <ul style="list-style-type: none"> • Demonstrates appropriate use of work equipment • Avoids unknown animals • Maintains activities in own space without interfering with others' spaces • Demonstrate steps to follow if lost • Refuses and reports advances by strangers [and acquaintances] • Looks both ways before crossing a street or a parking lot • Indicates an understanding of the proper time to cross a street • Demonstrates awareness of potential dangers in crossing the street 	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • Repeated Practice • Direct Instruction • 1:1 Instruction • Video Modeling • Community Based Instruction 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Survival Signs • Role Playing • Emergency Contact Card • Life Skills Games #10- Safety Skills (available from Transition Library) • Safety Smart – 1- Avoiding Hazards and Preventing Accidents (Videos) • How to Be Safe at Home • How to Be Safe as a Pedestrian • How to be Safe Using Transportation (available from Transition Library) • Safety Smart – 2 – Getting Emergency Help • How to use Fire 	<p>For Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • observation documentation • anecdotal records • teacher checklists • permanent product with rubric • Street Survival Skills Questionnaire (Available from Transition Library) <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>
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		<p>Department Resources</p> <ul style="list-style-type: none"> • How to Contact and Interact with Police • How to access Free Health Care • How to Get Help From the Pharmacy • (available from Transition Library) • Community Environment 		
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Community Access

<p>Indicators: <i>Transportation...</i></p> <ul style="list-style-type: none"> • Utilizes public transportation • Boards and leaves public transportation safely 	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • Repeated Practice • Direct Instruction • 1:1 Instruction • Video Modeling • Community Based Instruction 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Money • Emergency Card • Bus route information • Hamilton County Express 	<p>For Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklists • permanent product with rubric • Street Survival Skills Questionnaire (Available from Transition Library) • observation documentation <p>Summative</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>
<p><i>Utilizes community resources...</i></p> <ul style="list-style-type: none"> • Prepares and sends packages 	<ul style="list-style-type: none"> • Repeated Practice • Direct Instruction • 1:1 Instruction • Video Modeling • Community Based Instruction 	<ul style="list-style-type: none"> • Packages to send • Addresses • UPS Store • Post Office • Fed. Ex. Store 	<p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teachers checklists • permanent product with rubric • Street Survival Skills Questionnaire (Available from Transition Library) <p>Summative:</p>	

High School

			<ul style="list-style-type: none"> • ISTAR 	
<p><i>Managing Living Options ...</i></p> <ul style="list-style-type: none"> • Identifies needs in a living situation 	<ul style="list-style-type: none"> • Direct Instruction • 1:1 Instruction • Community Based Instruction • Video Modeling 	<ul style="list-style-type: none"> • Magazines • Ads • Apartment Guides • Steps to Independent Living Skills – Life Skills Curricula Series – Keeping House (available from Transition Library) 	<p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklists • permanent product with rubric • Street Survival Skills Questionnaire (Available from Transition Library) <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	

Community Access

<p>Indicators:</p> <p><i>Managing Living Options ...</i></p> <ul style="list-style-type: none"> • Determines which living option best serves personal needs • Identifies living options in ads • Visits apartments available for rent • Compares living options • Reviews a lease • Enters into a housing agreement 	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • 1:1 Instruction • Community Based Instruction • Video Modeling 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Apartment Renting 101 (Transition Library) • Apartment guide 	<p>For Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklists • permanent product with rubric • Street Survival Skills Questionnaire (Available from Transition Library) <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	<p>Teacher Notes:</p>
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Focus of Vocational Skills within the Standards-Based Life Skills Curriculum

Students participating in the Standards-Based Life Skills Curriculum will acquire and demonstrate specific Vocational Skills based on the Indiana Academic Standards and indicators in the areas of:

- Vocational behavior expectations
- Career explorations
- Personal finance
- Technology

Indicators were obtained from the Indiana Academic Standards, ISTAR Continua, and the Indiana Preschool Foundations. Indicators were chosen based on the typical developmental and cognitive-functioning levels of students served within the life skills classrooms. The indicators and skills included within the vocational area of the curriculum are the key basic skills needed by these students as they transition work towards community independence.

Early Childhood (Ages 3-5)

- Complete activities with prompting
- Practice calming strategies
- Explore and pretend occupations
- Play with money
- Use technology for play

Primary (Grades K-2)

- Complete tasks/activities as directed
- Show awareness of jobs and work within the classroom
- Know the difference between wants and needs
- Use technology appropriately

Intermediate (Grades 3-5)

- Demonstrate appropriate communication on the job
- Demonstrate preferences for jobs
- Demonstrate the concept of “work to earn”
- Use technology to store and gain information

Middle School (Grades 6-8)

- Demonstrate awareness of behaviors necessary to gain desired career
- Begin to make economic decisions
- Use technology to create useful documents

High School (Grades 9+)

- Demonstrate employability skills
- Develop a realistic career plan
- Plan and implement responsible financial transactions
- Use technology to gain, process, and use information

Career/Vocational Skills

Level: Early Childhood (ages 3-5)

Vocational Behavioral Expectations

<p>Indicators: IUSIG K-2.2.5 Doing one's best.</p> <ul style="list-style-type: none"> • Participate in adult-directed task • Complete tasks/activities as directed with prompting <p>IUSIG K-2.3.5 Practice calming strategies with assistance</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • 1-on-1 instruction • errorless teaching • small group • reinforcement • cueing • repeated practice • modeling • video self modeling • role playing • videoing 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Picture schedule • Developmentally appropriate toys/manipulatives • Sensory area • Cocoons • Board maker • Social skills materials • Books: When my autism gets too big; When my worries get too big • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special_ed/index.htm 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • Daily data sheets • Anecdotal records • Teacher made checklists • Product/performance assessed by rubrics, rating scale • STAR (ProEd) <p>Summative:</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • Portfolio • STAR (ProEd) 	<p>Teacher Notes:</p>
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Career Exploration

<p>Indicators: IUSIG K-2.2.1 Pretend to play one or more basic occupations (e.g., firefighter, police, mail carrier, doctor) they find interesting.</p> <p>IUSIG K-2.2.3 Discuss Pretend to play basic occupations held by adults in their community.</p> <p>CPS 3.2.1 Explore basic occupations in the community</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • 1-on-1 instruction • errorless teaching • small group • reinforcement • cueing • repeated practice • modeling • role playing 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Dress-up clothes • Play Vet/doctor kit • Play firefighter/police kit • Field trips • Community helpers match-up cards • Fire house hero set (Disc. Toys) • Main Street Playhouse (Disc. Toys) 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • Daily data sheets • Anecdotal records • Checklists • STAR (ProEd) <p>Summative:</p> <ul style="list-style-type: none"> • ABLLS 	<p>Teacher Notes:</p>
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Early Childhood

<p>(e.g., farm visit, dentist visit/demonstration) CPS 5.1.1 Associate items with community careers (e.g., firetruck with firefighter, stethoscope with doctor, badge/hat with police officer)</p>	<ul style="list-style-type: none"> • play based instruction • Integrated play groups 	<ul style="list-style-type: none"> • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special_ed/index.htm • Super Duper Publications • Discovery Toys • Creative Playthings 	<ul style="list-style-type: none"> • ISTAR • Portfolio • STAR (ProEd) 	
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Personal Finance

<p>Indicators: Math F.6.18 Imitate use of an adult tool [play money, charge card, cash register in play BMS-PFE 4.1.7 Play with piggy banks Social Studies B.4.1 Choose between two or more alternatives. Social Studies F.4.1 Play store or restaurant with play or real money, receipts, credit cards, telephones.</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • 1-on-1 instruction • errorless teaching • small group • reinforcement • cueing • repeated practice • modeling • play based instruction • role playing 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Play cash register & accessories • Piggy bank • BoardMaker visual supports • Picture This visual supports • Play food, groceries • Play shopping cart • Table/chair set • Play telephone • Restaurant dress-up (i.e. hats) • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special_ed/index.htm • Creative Playthings • Discovery Toys 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • Daily data sheets • Anecdotal records • Teacher made checklists • Product/performance assessed by rubrics, rating scale • STAR (ProEd) <p>Summative:</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • Portfolio • STAR (ProEd) 	<p>Teacher Notes:</p>
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Technology				
<p>Indicators:</p> <p>BMS-T 1.1.1 Use hardware and peripherals. Turn computer or switch on/off</p> <p>BMS-T 1.1.4 Role play taking pictures with toy camera</p> <p>BMS-T 1.1.9 Use mouse, touch screen, to respond to software (input devices) to input information.</p> <p>BMS-T 1.1.10 Use monitor and/or speakers and headphones (output devices) to review information.</p> <p>BMS-T 5.1.1 Demonstrate telecommunications skills by communicating effectively with assistance, use picture-exchange, device/switch to make request, indicate name, greet others.</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • 1-on-1 instruction • errorless teaching • small group • reinforcement • cueing • repeated practice • modeling • role playing 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Toy camera • PC & games • Assistive devices/switches • Computer games – JumpStart, Reader Rabbit, Blue’s Clues, Dora the Explorer • Head phones • Intelli-Keys • Assistive Technology as needed • www.communicationsymbols.com • www.picsearch.com • www.icontalk.com • www.tinsnips.org • www.do2learn.com • www.help4teachers.com/tips.htm • www.dodea.edu/instruction/curriculum/special_ed/index.htm • Super Duper Publications • Linguasystems, Inc. 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • Daily data sheets • Anecdotal records • Teacher made checklists • Product/performance assessed by rubrics, rating scale • STAR (ProEd) <p>Summative:</p> <ul style="list-style-type: none"> • ABLLS • ISTAR • portfolio • STAR (ProEd) 	<p>Teacher Notes:</p>

Career/Vocational Skills

Level: Primary (grades K-2)

Vocational Behavioral Expectations

<p>Indicators:</p> <p>IUSIG K-2.2.5 Doing one's best. Complete tasks/activities as directed</p> <p>IUSIG 3-5.3.23 Demonstrate understanding that] behaviors result in positive and/or negative consequences.</p> <p>IUSIG K-2.3.8 Demonstrate good listening skills</p> <p>BMS-CE 4.1.5 Demonstrate ability to "try again" after a setback or failure.</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • repeated practice • prompting • peer modeling 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • You Tell Me-Game 2 (PCI) 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation (teacher-made checklists) • ISTAR <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>
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Career Exploration

<p>Indicators:</p> <p>IUSIG K-2.2.1 Demonstrate preference for classroom jobs</p> <p>IUSIG K-2.2.3 Identify community helpers</p> <p>CPS 1.1.2 -Begin work in a timely manner</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • repeated practice • prompting • peer modeling 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Visual timer • Job Board 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation (teacher-made checklists) • ISTAR • Task analysis <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>
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Personal Finance				
<p>Indicators: BMS-PFE 1.1.1 Recognize that money is exchanged for wants and needs. Social Studies B.4.3 Demonstrate awareness of activities that can satisfy people's wants. Social Studies B.4.4 Assist and use money in purchasing goods.</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • repeated practice • prompting • peer modeling • community-based instruction • token economy 	<p>Possible Materials and Resources</p> <ul style="list-style-type: none"> • Money • Play money • Play cash register 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation (teacher-made checklists) • ISTAR • Task analysis <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>

Technology				
<p>Indicators: BMS-T 1.1.9 Use mouse, touch screen, input devices) to input information. BMS-T 1.1.11 Use the icon/GUI (graphical user interface) of the operating system to launch and operate software. BMS-T 3.1.1 Practice respectful and responsible use of technology through abiding by the school technology use policy (e.g., not banging the mouse on the desk/table, striking the keyboard appropriately, keeping liquids away from the keyboard)</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • repeated practice • prompting • peer modeling 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Computer • Touch screen • One-click mouse • Intelli-keys • Picture icons 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation (teacher-made checklists) • ISTAR <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>

Career/Vocational Skills

Level: Intermediate (grades 3-5)

Vocational Behavioral Expectations

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>IUSIG K-2.2.5 Demonstrate awareness of punctuality, and doing one's best.</p> <p>BMS-CE 3.1.2 Demonstrate proper etiquette for meeting and greeting people and appropriate social skills for school job and the community.</p> <p>BMS-CE 3.1.14 Express thoughts and ideas using various forms of communication (e.g., oral, written, and nonverbal).</p>	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • repeated practice • prompting • peer modeling • Circle Time 	<ul style="list-style-type: none"> • Visual Timer • Fitting In and Having Fun (Social Skills Training) www.tdsocialskills.com • Social stories • Autism and PDD software (categories and basic questions) 	<p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation (Teacher made checklists) • ISTAR <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	

Career Exploration

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>IUSIG K-2.2.1 Demonstrate preference for school jobs</p> <p>CPS 4.1.5 Demonstrate proper dining etiquette</p> <p>CPS 5.1.1 Participate in a school- approved community service project</p> <p>BMS-CE 1.1.1 Identify personal likes and dislikes</p>	<ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • repeated practice • prompting • peer modeling • Community-based instruction 	<ul style="list-style-type: none"> • Visual Timer • Job board 	<p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation (Teacher made checklists) • ISTAR <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	

Personal Finance

Intermediate

<p>Indicators: BMS-PFE 1.1.2 Apply opportunity costs and trade-offs to personal decision making through a token economy Social Studies F.4.5 Recognize that things have to be paid for with money and that sometimes you can't buy what you want because you don't have enough money. Social Studies K.4.4 Give examples of work activities that people do at home.</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • repeated practice • prompting • next dollar strategy • community-based instruction 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Social story 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation (Teacher made checklists) • ISTAR <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>
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Technology

<p>Indicators: BMS-T 1.1.9 Use mouse, keyboard, touch screen, (input devices) to input information BMS-T 1.1.10 Use monitor, printer, and/or speakers (output devices) to review information. BMS-T 2.1.9 ID the variety of technologies used in society. BMS-T 3.1.2 Use technology independently BMS-T 4.1.1 Demonstrate word processing skills BMS-T 4.1.28 Demonstrate the ability to follow instructions (instructor, and/or screen).</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • 1:1 instruction • small group instruction • reinforcement • cueing • repeated practice • prompting 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Computer • Visual Timer • Intellikeys • Touchscreen • Model (to type from) 	<p>Possible Assessment Tools</p> <p>Formative:</p> <ul style="list-style-type: none"> • Teacher observation (Teacher made checklists) • ISTAR <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR 	<p>Teacher Notes:</p>
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Career/Vocational Skills

Level: Middle School (grades 6-8)

Vocational Behavioral Expectations

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>IUSIG K-2.2.5 Demonstrate punctuality, and doing one's best.</p> <p>CPS 2.1.2 Identify consequences of behavior related to future careers</p> <p>CPS 4.1.5 Demonstrate proper business and dining etiquette</p> <p>CPS 5.3.1 Use decision-making/problem-solving techniques at in-school jobs</p> <p>BMS-BOM 1.1.3 Identify the characteristics of a good employee.</p>	<ul style="list-style-type: none"> • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing • Prompting • Repeated practice • Modeling • Modeling and coaching during in School Job • Use of Classroom token economy; earning "paycheck" for doing job, etc 	<ul style="list-style-type: none"> • Transition Library Job skill materials • Life Skills Games: workplace • Transition Library Job skill materials • Life Skills Games: workplace • Transition Library Job skill materials • Life Skills Games Workplace, Looking Good, Behavior Skills • Manners-from transition library • Community outings to restaurants and businesses • School cafeteria • Transition Library Job skill materials • Life Skills Games Workplace, Looking Good, Behavior Skills • Speakers from different jobs 	<p>Formative:</p> <ul style="list-style-type: none"> • Teacher created job task analysis, • Observation with anecdotal records <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Teacher created job task analysis 	

Career Exploration

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>IUSIG K-2.2.1 Identify one or more jobs they find interesting.</p> <p>IUSIG K-2.2.3 Identify occupations held by adults in their community.</p> <p>IUSIG K-2.2.5 Demonstrate importance of attendance, punctuality, and doing one's best.</p> <p>IUSIG 3-5.2.7 Participate in and experience jobs that relate to their hobbies and/or leisure activities.</p> <p>IUSIG 9-12.2.11 Demonstrate awareness of self-management expectations of the school</p> <p>CPS 5.1.1 Participate in a teacher-approved community service project</p> <p>BMS-CE 1.1.1 Identify personal likes and dislikes, strengths and weaknesses</p> <p>BMS-CE 3.1.1 Identify personal qualities and ethical and/or responsible behaviors related to school, home, (e.g., promptness, ability to get along with others, a positive attitude, confidentiality, tolerance, flexibility, dependability, honesty, integrity,</p>	<ul style="list-style-type: none"> • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing • Prompting • Repeated practice • Modeling • Modeling and coaching during in School Job • Use of Classroom token economy; earning "paycheck" for doing job, etc 	<ul style="list-style-type: none"> • CBI: visit job sites and speakers • Community game • Transition Library Job skill materials • Life Skills Games Workplace, Looking Good, Behavior Skills • Chores • Life Skills Games Workplace, Looking Good, Behavior Skills • See social skills materials and resources • Life Skills Games: Workplace, Looking Good, Behavior Skills • First Impressions Videos from Transition Library • See Social skills and hygiene materials 	<p>Formative:</p> <ul style="list-style-type: none"> • Teacher created job task analysis, • Observation with anecdotal records <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Teacher created job task analysis 	

Middle School

<p>willingness to ask questions, respect for diversity, patience, cooperation, respect for personal property, completion of homework assignments, and communication skills); and describe how these qualities and behaviors influence the feelings and actions of others.</p> <p>BMS-CE 3.1.3 Explain the importance of personal appearance, grooming, and other school and workplace expectations.</p> <p>BMS-CE 3.1.13 Demonstrate good listening skills and describe or identify their importance to school and workplace expectations.</p>				
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Personal Finance

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>BMS-PFE 1.1.4 Apply a decision-making process to a situation involving an individual making an economic decision.</p> <p>BMS-PFE 1.1.7 Discuss how personal choices, experiences, technology, education/training, and other factors correlate with earning a living.</p> <p>BMS-PFE 2.1.7 Use a personal spending/savings plan</p>	<ul style="list-style-type: none"> • Errorless Teaching • 1-on-1 instruction • Small group • Reinforcement • Cueing • Prompting • Repeated practice • Modeling • Modeling and coaching during in School Job 	<ul style="list-style-type: none"> • Money, items to purchase • Life Skills Games: Money Skills • Grocery Shopping Game • Dollars and Sense Software. Attainment Co. 	<p>Formative:</p> <ul style="list-style-type: none"> • Teacher created job task analysis, • Observation with anecdotal records <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Teacher created job task analysis 	

Middle School

<p>according to short-term goals. BMS-PFE 4.1.2 Identify why and how I can save Social Studies 1.4.2 Identify services that people do for each other. Social Studies 1.4.3 Compare different jobs people do to earn income.</p>	<ul style="list-style-type: none"> • Use of Classroom token economy; earning “paycheck” for doing job, etc 			
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Technology

<p>Indicators:</p> <p>BMS-T 1.1.2 Demonstrate effective keyboarding techniques. BMS-T 1.1.2.2 Use special purpose keys, including the space bar, tab key, shift keys, backspace key, delete key, and enter key. BMS-T 3.1.1 Practice respectful and responsible use of technology through abiding by the school technology and Internet use policy. BMS-T 3.1.2 Use technology independently and collaboratively with prompting BMS-T 4.1.2 Demonstrate word processing skills by creating a variety of documents such as Word and Publisher</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • General Ed keyboarding classes 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • Microtype software • Kid Keys 2.0 • Intellikeys 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Teacher created job task analysis, • Observation with anecdotal records <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Teacher created job task analysis 	<p>Teacher Notes:</p>
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Career/Vocational Skills Level: High School (grade 9 to adulthood)

Vocational Behavioral Expectations

<p>Indicators:</p> <p>IUSIG 3-5.2.8 Discuss how attendance, punctuality, and completing schoolwork on time are habits that transfer to the workforce.</p> <p>IUSIG 9-12.2.9 Demonstrate effective practices for interviewing.</p> <p>IUSIG 9-12.2.11 Compare and contrast self-management expectations of the school and self-management expectations of the workforce.</p> <p>CPS 1.1.2 Utilize appropriate time management and organizational techniques (could also be included as part of Unit CPS 5: Leadership Skills and Workplace Expectations)</p> <p>CPS 2.1.2 Analyze situations and relate results to future careers</p> <p>CPS 4.1.3 Prepare resume, letter of application, and interview thank you letter</p> <p>CPS 4.1.5 Demonstrate proper business and dining etiquette</p> <p>CPS 4.1.6 Complete employment application forms</p> <p>CPS 4.1.8 Demonstrate appropriate interviewing techniques (attire, responses to questions, etc.)</p> <p>CPS 5.1.2 Understand employer</p>	<p>Best Practice Instructional Strategies:</p> <ul style="list-style-type: none"> • Community Based Instruction • 1:1 Instruction • Small Group Instruction • Video Modeling • Repeated Practice 	<p>Possible Materials and Resources:</p> <ul style="list-style-type: none"> • WAGES – Working at Gaining Employment Skills (Available from Transition Library) • It's Your Choice – Planning for Life After High School (Available from Transition Library) • Stepping Stones to Education: Career Explorations Available from Transition Library) • Envision Your Career (Video) (Available from Transition Library) • Access Unlimited Video Series • Job Search for People with Disabilities • Resumes and Applications for People with Disabilities • Job Interviewing for People with Disabilities • A Student's Guide to Jobs (audiotape and booklets) (Available from Transition Library) • Interview Challenge (Board Game) (Available from Transition Library) • Resumes, Applications, Interviews (Available from 	<p>Possible Assessment Tools:</p> <p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklists • permanent product with rubric • School to Work Self Assessment Checklist (Available from Transition Library) <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • portfolio 	<p>Teacher Notes:</p>
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High School

<p>expectations (punctuality, dependability, willingness to learn, initiative, cooperation, etc.)</p> <p>CPS 5.1.3 Identify employee expectations (health and safety, evaluations, fairness, pay, benefits, rights, labor/management relations, etc.)</p> <p>CPS 5.1.4 Analyze the effects of voluntary/involuntary termination</p> <p>CPS 5.3.1 Apply critical thinking and decision-making/problem-solving techniques in the workplace</p> <p>CPS 5.4.3 Actively participate in the orientation process and the probationary period</p> <p>CPS 5.5.1 Understand strategies for working efficiently with co-workers of varying ages, gender, abilities, cultures, and economic backgrounds</p> <p>CPS 5.5.2 Understand the importance of working as a team player in the workforce</p> <p>CPS 5.5.3 Demonstrate appropriate interpersonal skills when dealing with others</p> <p>CPS 5.5.4 Express thoughts and ideas clearly using various forms of communication</p> <p>BMS-BOM 1.1.2 Identify the differences between an employer and an employee.</p> <p>BMS-BOM 1.1.7 Demonstrate the</p>		<p>Transition Library)</p> <ul style="list-style-type: none"> • First Job Survival Skills • Module 1 – The Foundation: A Positive Work Ethic • Module 2 – Workplace Manners: Boundaries • Module 3 – Learning and Doing the Job • (Available from Transition Library) • Social Skills at Work (CD-ROM) (Available from Transition Library) • Life Skills Games #7 – Workplace Skills (Available from Transition Library) • Off-To-Work Curriculum: A Vocational Curriculum for People with Disabilities (Book) (Available from Transition Library) • Stepping Stones: Using Skills and Resources (Available from Transition Library) 		
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High School

importance of time management. BMS-BOM 4.1.11 Identify ways to respond to customer concerns. BMS-BOM 4.1.12 Demonstrate ethical standards in conducting business.				
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Career Exploration

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>IUSIG K-2.2.3 Discuss occupations held by adults in their community.</p> <p>IUSIG 3-5.2.1 Use a career interest inventory to identify career interests.</p> <p>IUSIG 3-5.2.7 List jobs that relate to their hobbies and/or leisure activities.</p> <p>IUSIG 6-8.2.2 Use personal, print, and electronic resources to discover occupations that match their career interests.</p> <p>IUSIG 6-8.2.6 Participate in creating a career interest that includes one or more career areas (e.g., health services, educational services, building and construction) they would like to explore in high school and specific occupations that are of interest to the student.</p> <p>IUSIG 6-8.2.9 Participate in creating a resume using a model resume.</p> <p>IUSIG 9-12.2.1 Reexamine specific occupation interests annually based on their additional life experiences and/or an updated career interest inventory.</p> <p>IUSIG 9-12.2.5 Make annual revisions as appropriate to their</p>	<ul style="list-style-type: none"> • Direct Instruction • 1:1 instruction • Community Based Instruction • Small Group Instruction • IEP Meetings 	<ul style="list-style-type: none"> • WAGES – Working at Gaining Employment Skills (Available from Transition Library) • It’s Your Choice – Planning for Life After High School (Available from Transition Library) • Stepping Stones to Education: Career Explorations Available from Transition Library) • School to Work Self Assessment Checklist (to be put in Assessment Section) • Envision Your Career (Video) (Available from Transition Library) • Access Unlimited Video Series • Job Search for People with Disabilities • Resumes and Applications for People with Disabilities • Job Interviewing for People with Disabilities • A Student’s Guide to Jobs (audiotape and booklets) (Available from Transition Library) • Interview Challenge (Board 	<p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklists • permanent product with rubric • School to Work Self Assessment Checklist (Available from Transition Library) <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • portfolio • IEP’s 	

High School

<p>career list</p> <p>IUSIG 9-12.2.6 Participate in revising their resume annually to include their most recent experiences.</p> <p>IUSIG 9-12.2.8 Identify several resources for finding employment (e.g., newspapers, professional associations, professional networks).</p> <p>CPS 3.1.1 Participate in developing short- and long-term education, lifestyle, and career goals</p> <p>CPS 4.1.4 Participate in developing an employment portfolio</p> <p>CPS 5.1.1 Participate in a teacher-approved community service project and/or job shadowing experience</p> <p>BMS-CE 1.1.1 Identify personal likes and dislikes, strengths and weaknesses, and individual talents.</p> <p>BMS-CE 2.1.1 Identify and describe careers of family members and/or friends.</p> <p>BMS-CE 2.1.2 Identify and give examples of career clusters; develop an awareness of occupational opportunities;</p> <p>BMS-CE 2.1.3 List and identify the contributions of various types of occupations in the community (e.g., banker, realtor, police officer, teacher,</p>		<p>Game) (Available from Transition Library)</p> <ul style="list-style-type: none"> • Resumes, Applications, Interviews (Available from Transition Library) • First Job Survival Skills • Module 1 – The Foundation: A Positive Work Ethic • Module 2 – Workplace Manners: Boundaries • Module 3 – Learning and Doing the Job • (Available from Transition Library) • Social Skills at Work (CD-ROM) (Available from Transition Library) • Life Skills Games #7 – Workplace Skills (Available from Transition Library) • Off-To-Work Curriculum: A Vocational Curriculum for People with Disabilities (Book) (Available from Transition Library) • Stepping Stones: Using Skills and Resources (Available from Transition Library) • Model Resumes • Computers • IEP (Transition Plans) • Newspapers • Internet • Practice Applications 		
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High School

<p>business manager, and firefighter) and describe career opportunities in these professional fields.</p> <p>BMS-CE 2.1.4 Use a variety of research tools (e.g., computer-assisted programs, newspapers, books, professional and trade associations, informational interviews, job shadowing, career fairs, field trips, speakers, case studies, community service, and the Internet) in the career-exploration process.</p> <p>BMS-CE 3.1.1 Discuss the personal qualities and ethical and/or responsible behaviors related to school, home, and employability (e.g., promptness, ability to get along with others, a positive attitude, confidentiality, tolerance, flexibility, dependability, honesty, integrity, willingness to ask questions, respect for diversity, patience, cooperation, respect for personal property, completion of homework assignments, and communication skills); and describe how these qualities and behaviors influence the feelings and actions of others.</p> <p>BMS-CE 3.1.2 Demonstrate proper etiquette for meeting</p>				
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High School

<p>and greeting people and appropriate social skills for school and the workplace.</p> <p>BMS-CE 3.1.3 Demonstrate appropriate the importance of personal appearance, grooming, and other school and workplace expectations.</p> <p>BMS-CE 3.1.4 Discuss the importance of a job well done to personal satisfaction and to the home and business communities.</p> <p>BMS-CE 3.1.5 Discuss the importance of being able to work productively with people who are different from oneself.</p> <p>BMS-CE 3.1.10 List the steps involved in handling conflict at the worksite</p> <p>BMS-CE 3.1.11 List the steps involved in dealing with stress at the worksite</p> <p>BMS-CE 3.1.14 Express thoughts and ideas succinctly and correctly using various forms of communication (e.g., oral, written, and nonverbal).</p> <p>BMS-CE 3.1.15 Identify ways to use feedback to improve workplace skills.</p> <p>BMS-CE 4.1.5 Discuss methods of “trying again” after a setback or failure.</p> <p>BMS-CE 4.1.8 Evaluate consequences of decisions pertaining to short- and long-</p>				
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High School

<p>term career goals. BMS-CE 5.1.6 Describe how good health, nutrition, and physical fitness habits contribute to career success. BMS-BOM 1.1.1 Identify skills and qualities needed for specific jobs and careers.</p> <p>Standard 5 WRITING: Writing Applications 9.5.5 Write documents related to career development, including simple business letters and job applications that:</p> <ul style="list-style-type: none">• present information purposefully and in brief to meet the needs of the intended audience.• follow a conventional business letter, memorandum, or application format.				
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Personal Finance				
Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>CPS 5.4.2 Identify basic payroll procedures</p> <p>BMS-PFE 1.1.1 Give examples of economic wants and needs.</p> <p>BMS-PFE 1.1.3 Recognize and assume responsibility for the consequences of economic choices.</p> <p>BMS-PFE 1.1.6 Identify various ways people earn a living.</p> <p>BMS-PFE 1.1.8 Discuss the characteristics and requirements of occupations of interest, including entrepreneurial opportunities.</p> <p>BMS-PFE 2.1.7 Participate in the construction and use a personal budget (spending/savings plan), and evaluate it according to short-, intermediate-, and long-term goals.</p> <p>BMS-PFE 3.1.1 Apply a rational decision-making process to personal buying decisions.</p> <p>BMS-PFE 3.1.4 Apply comparison shopping practices; analyze advertising claims; explain the concept of impulse buying.</p> <p>BMS-PFE 3.1.11 Contrast different methods of payment</p>	<ul style="list-style-type: none"> • Repeated Practice • Direct Instruction • 1:1 Instruction • Small Group Instruction • Community Based Instruction 	<ul style="list-style-type: none"> • WAGES – Working at Gaining Employment Skills (Available from Transition Library) • It’s Your Choice – Planning for Life After High School (Available from Transition Library) • Stepping Stones to Education: Career Explorations Available from Transition Library) • School to Work Self Assessment Checklist (to be put in Assessment Section) • Envision Your Career (Video) (Available from Transition Library) • Access Unlimited Video Series • Job Search for People with Disabilities • Resumes and Applications for People with Disabilities • Job Interviewing for People with Disabilities • A Student’s Guide to Jobs (audiotape and booklets) (Available from Transition Library) • Interview Challenge (Board 	<p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklists • permanent product with rubric • School to Work Self Assessment Checklist (Available from Transition Library) <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • portfolio 	

High School

<p>including cash, checks, debit cards, and credit cards; explain which of these is “borrowing.”</p> <p>BMS-PFE 3.1.12 Discuss the steps involved in opening and using a checking account.</p> <p>BMS-PFE 4.1.2 Discuss why and how people save; explain the concept of planning for emergencies</p> <p>Social Studies 2.4.3 Explain that a price is what people pay when they buy a good or service and what people receive when they sell a good or service.</p>		<p>Game) (Available from Transition Library)</p> <ul style="list-style-type: none"> • Resumes, Applications, Interviews (Available from Transition Library) • First Job Survival Skills • Module 1 – The Foundation: A Positive Work Ethic • Module 2 – Workplace Manners: Boundaries • Module 3 – Learning and Doing the Job • (Available from Transition Library) • Social Skills at Work (CD-rom) (Available from Transition Library) • Life Skills Games #7 – Workplace Skills (Available from Transition Library) • Off-To-Work Curriculum: A Vocational Curriculum for People with Disabilities (Book) (Available from Transition Library) • Stepping Stones: Using Skills and Resources (Available from Transition Library) • Life Skills Games – Money Skills • (Available from Transition Library) • Measuring Tools • Thermometer 		
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High School

		<ul style="list-style-type: none"> • Clocks • Coins and Bills • Calculator • Touch Money • Menu Math • Market Math • Teaching Clock • Student Watches • Calendar • Daily Schedule 		
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Technology

Indicators:	Best Practice Instructional Strategies:	Possible Materials and Resources:	Possible Assessment Tools:	Teacher Notes:
<p>BMS-T 3.1.1 Practice respectful and responsible use of technology through abiding by the school technology and Internet use policy.</p> <p>BMS-T 3.1.2 Use technology independently and collaboratively.</p> <p>BMS-T 4.1.2 Demonstrate word processing skills by creating a variety of documents.</p> <p>BMS-T 4.1.3 Demonstrate word processing skills by saving and printing documents.</p> <p>BMS-T 4.1.21 Log on to preselected Internet sites and view information.</p> <p>BMS-T 4.1.22 Demonstrate the ability to use Internet search engines to access information by identifying and</p>	<ul style="list-style-type: none"> • Repeated Practice • Direct Instruction • 1:1 Instruction • Small Group Instruction • Community Based Instruction 	<ul style="list-style-type: none"> • WAGES – Working at Gaining Employment Skills (Available from Transition Library) • It's Your Choice – Planning for Life After High School (Available from Transition Library) • Stepping Stones to Education: Career Explorations Available from Transition Library) • School to Work Self Assessment Checklist (to be put in Assessment Section) • Envision Your Career (Video) (Available from Transition Library) • Access Unlimited Video Series 	<p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklists • permanent product with rubric • School to Work Self Assessment Checklist (Available from Transition Library) <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • portfolio 	

High School

<p>conducting searches using Internet/intranet search engines and directories.</p> <p>BMS-T 4.1.24 Demonstrate telecommunications skills through the use of e-mail to contact peers, teachers, and other audiences.</p> <p>BMS-T 4.1.28 Demonstrate the ability to follow instructions (instructor, text, manuals, and/or screen).</p> <p>BMS-T 4.1.29 Demonstrate the ability to work independently and as a team member (includes efficient use of time, organization of work, etc.).</p>		<ul style="list-style-type: none"> • Job Search for People with Disabilities • Resumes and Applications for People with Disabilities • Job Interviewing for People with Disabilities • A Student's Guide to Jobs (audiotape and booklets) (Available from Transition Library) • Interview Challenge (Board Game) (Available from Transition Library) • Resumes, Applications, Interviews (Available from Transition Library) • First Job Survival Skills • Module 1 – The Foundation: A Positive Work Ethic • Module 2 – Workplace Manners: Boundaries • Module 3 – Learning and Doing the Job • (Available from Transition Library) • Social Skills at Work (CD-rom) (Available from Transition Library) • Life Skills Games #7 – Workplace Skills (Available from Transition Library) • Off-To-Work Curriculum: A Vocational Curriculum for People with 		
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High School

		<p>Disabilities (Book) (Available from Transition Library)</p> <ul style="list-style-type: none">• Stepping Stones: Using Skills and Resources (Available from Transition Library)• Computer• Internet		
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Community-Based Instruction

Community-Based Instruction (CBI) involves taking the knowledge and skills learned in the classroom and community and practicing those skills in a natural environment. CBI is implemented using small groups of 2-3 students with one adult teaching and practicing skills and collecting data. Instruction in the community provides valuable, realistic teachable moments which help students to generalize and master skills. The ultimate goal of community-based instruction is for the students to be able to perform community skills as independently as possible by the time that they exit high school.

CBI is used as a strategy across all domains of the curriculum from early childhood to adulthood. Beginning CBI in early childhood provides a solid foundation for the development of age appropriate community participation. As the child progresses through the educational process, CBI provides a structured opportunity for advancement of skills.

CBI is not the same as taking a field trip. CBI can involve, but is not limited to: involvement in the local community, shopping, dining out, personal care services, banking, volunteer work, recreation and leisure activities, and vocational experiences.

Community-Based Instruction at the High School Level

As students approach adulthood, it is imperative that they are prepared for adult living. In order to prepare them for the transition from the high school setting to the community setting, much of the life skills curriculum must be taught in the community where these skills will be utilized. Most students in the Life Skills Classrooms do not easily generalize these skills from the school setting to the community, which makes it even more important to teach them in the environment where they will be used. For the purposes of the curriculum, we believe the Community-Based Instruction indicators should be embedded within each of the curricular areas at the high school level, and additionally reinforced by way of a CBI quick reference which is the following section of the curriculum.

Community Based Instruction (transfer of skills across environments to support transition to adult living)

Level: High School (grade 9 to adulthood)

Curricular Strand(s):	Best Practice Instructional Strategies:	Possible Community Locations:	Assessment Tools:	Teacher Notes:
English/Language Arts	<ul style="list-style-type: none"> • 1:1 instruction • Small Group Instruction • Reinforcement • Cueing • Prompting • Repeated Practice • Label Reading • Community Scavenger Hunts • Shopping Lists • Survival Sign Reading • Mailing Letters 	<ul style="list-style-type: none"> • Retail Establishments • Libraries • Dining Establishments • Recreational Facilities • Public Service Establishments • Personal Care Establishments • Financial Institutions • Local Businesses 	<p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklists • task analysis <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Standards Based Classroom Assessments (www.lessonlocator.org) • Portfolio 	
Mathematics	<ul style="list-style-type: none"> • 1:1 instruction • Small Group Instruction • Reinforcement • Cueing • Prompting • Repeated Practice • Label Reading • Community Scavenger Hunts • Shopping Lists • Coupon Shopping • Vending Machines • Next Dollar Method 	<ul style="list-style-type: none"> • Retail Establishments • Libraries • Dining Establishments • Recreational Facilities • Public Service Establishments • Personal Care Establishments • Financial Institutions 	<p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklists • task analysis <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Standards Based Classroom Assessments (www.lessonlocator.org) • Portfolio 	
Social Skills	<ul style="list-style-type: none"> • 1:1 instruction • Small Group Instruction • Reinforcement • Cueing 	<ul style="list-style-type: none"> • Retail Establishments • Libraries • Dining Establishments • Recreational Facilities 	<p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklists • task analysis 	

High School

	<ul style="list-style-type: none"> • Prompting • Repeated Practice • Video Modeling • Social Outings 	<ul style="list-style-type: none"> • Public Service Establishments • Personal Care Establishments • Financial Institution 	<p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	
Motor Skills	<ul style="list-style-type: none"> • 1:1 instruction • Small Group Instruction • Reinforcement • Cueing • Prompting • Repeated Practice • Video Modeling 	<ul style="list-style-type: none"> • Retail Establishments • Libraries • Dining Establishments • Recreational Facilities • Public Service Establishments • Personal Care Establishments • Retail Establishments • Libraries • Dining Establishments • Recreational Facilities • Public Service Establishments • Personal Care Establishments • Financial Institutions 	<p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklists • task analysis <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	
Functional Self-help Skills	<ul style="list-style-type: none"> • 1:1 instruction • Small Group Instruction • Reinforcement • Cueing • Prompting • Repeated Practice • Video Modeling • Label Reading • Community Scavenger Hunts • Shopping Lists • Survival Sign Reading • Mailing Letters • Coupon Shopping 	<ul style="list-style-type: none"> • Retail Establishments • Libraries • Dining Establishments • Recreational Facilities • Public Service Establishments • Personal Care Establishments • Financial Institutions 	<p>Formative:</p> <ul style="list-style-type: none"> • anecdotal records • teacher checklists • task analysis <p>Summative:</p> <ul style="list-style-type: none"> • ISTAR • Portfolio 	

High School

	<ul style="list-style-type: none"> • Vending Machines • Next Dollar Methods • Social Outings 			
Social Sciences	<ul style="list-style-type: none"> • Small Group Instruction • Reinforcement • Cueing • Prompting • Repeated Practice • Video Modeling 	<ul style="list-style-type: none"> • Libraries • Dining Establishments • Recreational Facilities • Public Service Establishments 	Formative: <ul style="list-style-type: none"> • anecdotal records • teacher checklists • task analysis Summative: <ul style="list-style-type: none"> • ISTAR • Standards Based Classroom Assessments (www.lessonlocator.org) • Portfolio 	
Career/Vocational Skills	<ul style="list-style-type: none"> • 1:1 instruction • Small Group Instruction • Reinforcement • Cueing • Prompting • Repeated Practice • Video Modeling 	<ul style="list-style-type: none"> • Retail Establishments • Libraries • Dining Establishments • Recreational Facilities • Public Service Establishments • Personal Care Establishments • Financial Institutions 	Formative: <ul style="list-style-type: none"> • anecdotal records • checklists • task analysis • weekly employment evaluations Summative: <ul style="list-style-type: none"> • ISTAR • Monthly and Final Employment Evaluations • Portfolio 	