2018 Teacher Resource Guide for Life Skills Development I

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2018
Teacher Resource Guide for Life Skills Development I

Carey M. Wright, EdD, State Superintendent of Education
Kim S. Benton, EdD, Chief Academic Officer
Gretchen Cagle, State Director of Special Education
Margaret Ellmer, PhD, Bureau Director, Office of Special Education
Sharon Strong Coon, Office Director, Office of Special Education
Bobby L. Richardson, Office Director, Office of Special Education
Allison Paige Pigott, Instructional Support Specialist, Office of Special Education

Mississippi Department of Education
Post Office Box 771
Jackson, Mississippi
39205-0771

Office of Special Education

601-359-3498
www.mdek12.org/ose

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Director, Office of Human Resources
Mississippi Department of Education

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Introduction

Mission Statement

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement and establishing communication skills within a technological environment. The *Mississippi Alternate Academic Achievement Standards (MS AAAS) for Life Skills Development I* provide a consistent, clear understanding of what students are expected to know and be able to do by the end of the course. The purpose of the *MS AAAS for Life Skills Development I* is to ensure that secondary students with the most significant cognitive disabilities are provided with individualized life skills instruction that is relevant to the real world, reflecting the knowledge and skills that students need to function in and succeed in settings beyond school.

Purpose

In an effort to closely align instruction for students with significant cognitive disabilities who are progressing toward postsecondary settings, the *MS AAAS for Life Skills Development I* are grouped into four domains: self-care and independent living, social and communication, self-determination, and transition planning and community participation. This document is designed to provide a resource for 9-12 special education teachers with a basis for curriculum development and instructional delivery.

The *Teacher Resource Guide for Life Skills Development I* contains prioritized content, which is presented as a matrix to show the continuum of the concept across complexity levels. The matrix shows varying access points to the prioritized content. A student's progression through content contained in the matrix is intended to be fluid. It is not the intent, nor should it be practice, for a student to be exposed to content in a straight vertical line through one of the columns. Every student, regardless of disability, comes to the learning environment with a different set of prior knowledge and experience. For this reason, a student may be able to access some content from the middle complexity level and access other concepts at the more complex level. Teachers should evaluate a student's ability in relation to the content and select the entry point based on that evaluation. Students should not be locked into receiving exposure to all content at the same entry point.

Support Documents and Resources

The MDE Office of Special Education aims to provide local districts, schools, and teachers documents to construct standards-based instruction and lessons, allowing them to customize content and delivery methods to fit each student's needs. The teacher resource guide includes suggested resources, instructional strategies, sample lessons, and activities. Additional sample activities and resources for selected standards may be added; this shall be a living document with ongoing updates based on educator feedback. The intent of these resources is to assist teachers in linking their instruction to the prioritized content. The teacher resource guide includes activity adaptations for students with a varying range of abilities within the classroom. The activities and adaptations provided are intended to serve as a model of how students may receive instruction in life skills. There are many ways in which skills and concepts can be incorporated based on student's individual learning styles and needs. Professional development efforts are aligned to the *MS AAAS for Life Skills Development I* and delivered in accord with teacher resources to help expand expertise in delivering student-centered lessons.

Structure of the Teacher Resource Guide for Life Skills Development I Document

Mississippi Alternate Academic Achievement content standard: The *MS AAAS for Life Skills Development I* is a general statement of what students with significant cognitive disabilities should know and be able to do because of instruction.

Performance Objectives: Statements that describe in precise, measurable terms what learners will be able to do at the end of an instructional sequence.

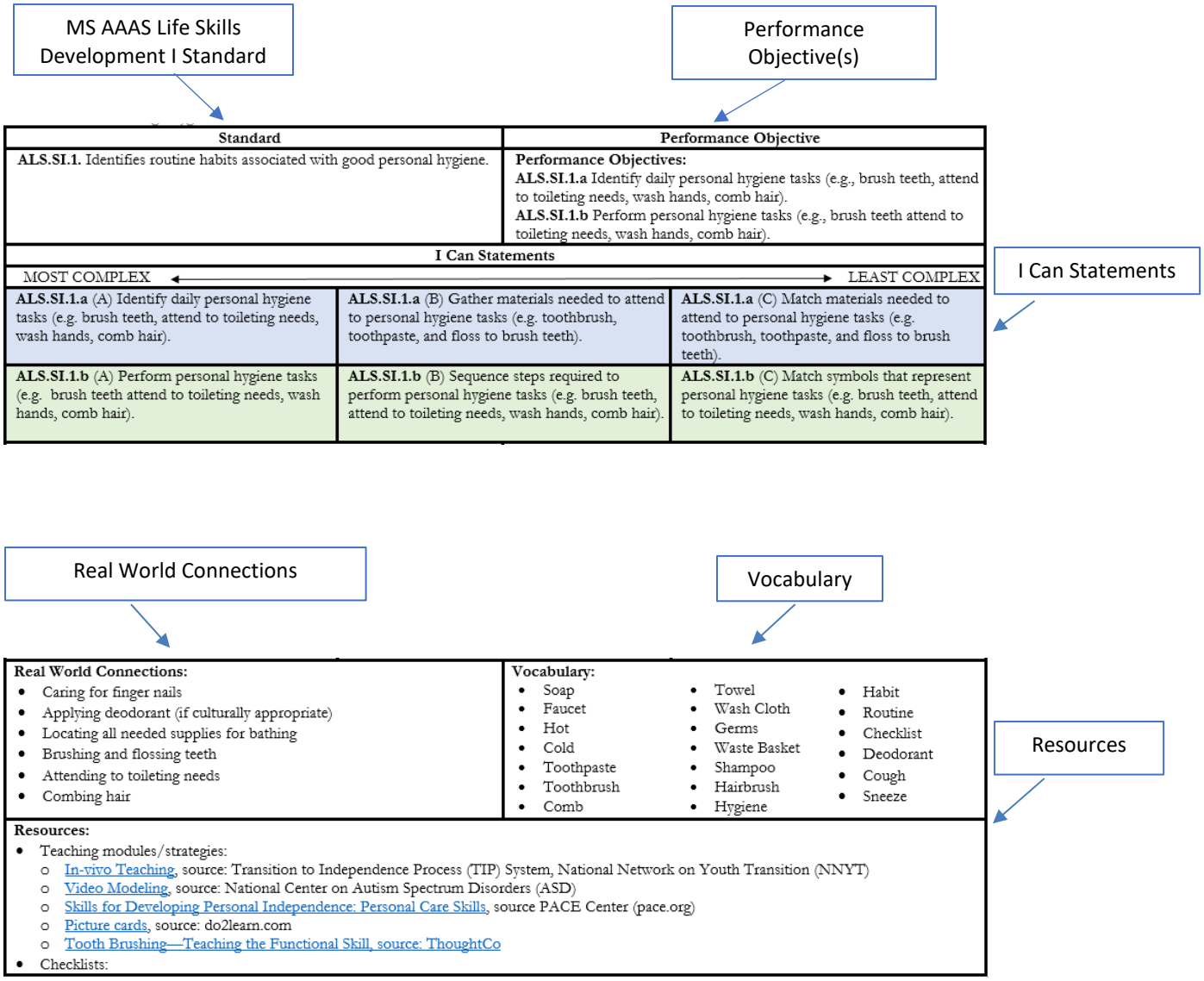
I Can Statement(s): Includes the Performance Objective(s) as the *Most Complex* and scaffolds the performance objectives two additional levels (B) and (C) to *Least Complex*. This matrix demonstrates the continuum of the concept across complexity levels. The purpose is to assist teachers in modifying to meet the unique diverse needs of learners with significant cognitive disabilities.

Real-World Connections: One way to facilitate learning that is meaningful to students and prepares them for their professional lives outside of school. When teachers move beyond textbook or curricular examples and connect content learned in the classroom to real people, places and events, students are able to see a greater relevance to their learning. Real-world connections are used to help students see that learning is not confined to the school, allow them to apply knowledge and skills in real world situations, and personalize learning to increase and sustain student engagement.

Vocabulary: Includes a list of difficult or unfamiliar words.

Resources: Includes suggested resources, instructional strategies, lessons, and activities. Additional sample activities and resources for selected standards may be added; this shall be a living document with ongoing updates based on educator feedback. The intent of these activities is to assist teachers in linking their instruction to the prioritized content.

Structure of the Teacher Resource Guide for Life Skills Development I Document (Graphic)



Levels of Support (LOS)

Students with significant cognitive disabilities require varying LOS to engage in academic content. The goal is to move the student along the continuum of assistance toward independence by decreasing the LOS provided and increasing student accuracy within the context of content to demonstrate progress. The following chart describes the continuum of LOS. Appropriate LOS are important to increase student engagement and student independence and to track student achievement and progress.

Level of Assistance	Definition	Example	Non-Example
Non-Engagement (N)	The student requires assistance from the teacher to initiate, engage, or perform; however, the student actively refuses or is unable to accept teacher assistance.	The student resists the teacher's physical assistance toward the correct answer.	The student does not look at the activity.
Physical Assistance (P)	The student requires physical contact from the teacher to initiate, engage, or perform.	The teacher physically moves the student's hand to the correct answer.	The teacher taps the correct answer and expects the student to touch where he/she tapped.
Gestural Assistance (G)	The student requires the teacher to point to the specific answer.	When presenting a choice of three pictures and asking the student which picture is a triangle, the teacher will point to or tap on the correct picture to prompt the student to indicate that picture.	The teacher moves the student's hand to gesture toward the right answer.
Verbal Assistance (V)	The student requires the teacher to verbally provide the correct answer to a specific item.	The teacher says, "Remember, the main character was George. Point to the picture of the main character."	The teacher says "Who is the main character?" without providing the information verbally.
Model Assistance (M)	The student requires the teacher to model a similar problem/opportunity and answer prior to performance.	The teacher models one-to-one correspondence using manipulatives and then asks the student to perform a similar item.	The teacher completes the exact same activity as the student is expected to perform.
Independent (I)	The student requires no assistance to initiate, engage, or perform. The student may still require other supports and accommodations to meaningfully engage in the content but does not require assistance to participate and respond.	The teacher asks the student, "Who is the main character of the book?" and the student meaningfully responds without any prompting or assistance.	The teacher asks the student, "Who is the main character?" and points to the picture of the main character.

Teacher Resource Guide for Life Skills Development I

COURSE: Life Skills Development I
DOMAIN: Self Care/Independent Living
CONCEPT: Grooming/Hygiene

Standard	Performance Objective
ALS.SI.1. Identifies routine habits associated with good personal hygiene.	**Performance Objectives:** **ALS.SI.1.a** Identify daily personal hygiene tasks (e.g., brush teeth, attend to toileting needs, wash hands, comb hair). **ALS.SI.1.b** Perform personal hygiene tasks (e.g., brush teeth attend to toileting needs, wash hands, comb hair).

I Can Statements

MOST COMPLEX ⟷ LEAST COMPLEX

ALS.SI.1.a (A) Identify daily personal hygiene tasks (e.g. brush teeth, attend to toileting needs, wash hands, comb hair).	**ALS.SI.1.a** (B) Gather materials needed to attend to personal hygiene tasks (e.g. toothbrush, toothpaste, and floss to brush teeth).	**ALS.SI.1.a** (C) Match materials needed to attend to personal hygiene tasks (e.g. toothbrush, toothpaste, and floss to brush teeth).
ALS.SI.1.b (A) Perform personal hygiene tasks (e.g. brush teeth attend to toileting needs, wash hands, comb hair).	**ALS.SI.1.b** (B) Sequence steps required to perform personal hygiene tasks (e.g. brush teeth, attend to toileting needs, wash hands, comb hair).	**ALS.SI.1.b** (C) Match symbols that represent personal hygiene tasks (e.g. brush teeth, attend to toileting needs, wash hands, comb hair).

Real World Connections:

- Caring for finger nails
- Applying deodorant (if culturally appropriate)
- Locating all needed supplies for bathing
- Brushing and flossing teeth
- Attending to toileting needs
- Combing hair

Vocabulary:

- Soap
- Faucet
- Hot
- Cold
- Toothpaste
- Toothbrush
- Comb
- Towel
- Wash Cloth
- Germs
- Waste Basket
- Shampoo
- Hairbrush
- Hygiene
- Habit
- Routine
- Checklist
- Deodorant
- Cough
- Sneeze

Resources:

- Teaching modules/strategies:
  - In-vivo Teaching, source: Transition to Independence Process (TIP) System, National Network on Youth Transition (NNYT)
  - Video Modeling, source: National Center on Autism Spectrum Disorders (ASD)
  - Skills for Developing Personal Independence: Personal Care Skills, source PACE Center (pace.org)
  - Picture cards, source: do2learn.com
  - Tooth Brushing—Teaching the Functional Skill, source: ThoughtCo
- Checklists:

- Visual Supports, source: Indiana Resource Center for Autism, Indiana University Bloomington
- Self Help and Functional Skills Checklist source: UC Davis, Mind Institute

- Videos
  - Building Independence Video, source: Wayne County Regional Educational Service Agency, Wayne, MI
  - Washing Hands-Forward Chain (1 min.) source: Autism Curriculum Encyclopedia (ACE)
  - Washing Hands-Backward Chain (1 min.) source: Autism Curriculum Encyclopedia (ACE)
  - How To: Task Analysis (8:26 min.) source: Autism Center for Excellence, How To Video Series, Virginia Commonwealth University (VCU)

COURSE: Life Skills Development I
DOMAIN: Self Care/Independent Living
CONCEPT: Dressing

Standard	**Performance Objectives**
ALS.SI.2. Manage fasteners on clothing and shoes (i.e., snaps, buttons, hook and loop, zippers, buckles & shoe laces).	**ALS.SI.2.a** Manipulate snaps, hook and loop, and zippers on clothing and shoes. **ALS.SI.2.b** Manipulate buttons and buckles on clothes, belts, and shoes **ALS.SI.2.c** Tie and untie shoelaces.

I Can Statements

MOST COMPLEX ⟷ LEAST COMPLEX

ALS.SI.2.a (A) Manipulate snaps, hook and loop, and zippers on clothing and shoes.	**ALS.SI.2.a** (B) Manipulate zippers and snaps on clothing and shoes.	**ALS.SI.2.a** (C) Manipulate snaps on clothing and shoes.
ALS.SI.1.b (A) Manipulate buttons and buckles on clothes, belts, and shoes.	**ALS.SI.2.b** (B) Manipulate buttons on clothing and thread belt through loops on pants.	**ALS.SI.2.b** (C) Thread belt through loos on pants and indicate the need for assistance with clothing.
ALS.SI.2.c Tie and untie shoelaces.	**ALS.SI.2.c** Tie a standard knot.	**ALS.SI.2.c** Indicate the need for assistance when shoes are untied.

Real World Connections:

- Dressing appropriately for daily activities
- Managing gender-specific needs, such as putting on a bra
- Putting on a front opening shirt with fasteners
- Buckling/unbuckling a belt

Vocabulary:

- Zipper
- Button
- Hook And Loop (Velcro®)
- Shoe Laces
- Snaps
- Bow
- Tie/Untie
- Hook And Eye
- Buckle

Resources:

- **Activities:**
  - Bilateral coordination activities, source: Child's Play Therapy Center
  - Activities to strengthen trunk and shoulders, source: Therapy Fun Zone
  - Activities for precision in fine motor skills, source: The OT Toolbox
  - Activities to practice motor planning, source: Your Therapy Source
  - Activities for in-hand manipulation, source: Therapy Fun Zone
  - The Complete Guide to Clothing Fasteners, source: The Occupational Toolbox
- **Teaching Strategies/Materials**
  - Planning and Sequencing (Praxis), source: Kids Sense Development
  - Self Help and Functional Skills Checklist, source: UC Davis, Mind Institute

Standard:	**Performance Objectives**
ALS.SI.3. Practices proper etiquette during meals.	**ALS.SI.3.a** Identify edible foods, edible parts of plants and parts of food, and garnishes served on dishes (e.g., spoiled food, green tops are removed from carrots, bones are removed from steaks and fish, kale and parsley garnishes on dishes). **ALS.SI.3.b** Differentiate between finger foods and foods that are eaten with utensils and appropriately uses a fork and a spoon when applicable. **ALS.SI.3.c** Practice proper etiquette when chewing and swallowing food with applicable use of napkin.

I Can Statements

MOST COMPLEX ⟷ LEAST COMPLEX

ALS.SI.3.b (A) Identify edible foods, edible parts of plants and parts of food, and garnishes served on dishes (e.g., spoiled food, green tops are removed from carrots, bones are removed from steaks and fish, kale and parsley garnishes on dishes).	**ALS.SI.3.b** (B) Identify edible foods and garnishes served on dishes (e.g., spoiled food, kale and parsley garnishes on dishes).	**ALS.SI.3.b** (C) Sort edible and non-edible items.
ALS.SI.3.b (A) Differentiate between finger foods and foods that are eaten with utensils.	**ALS.SI.3.b** (B) Sort pictures of finger foods and foods that are eaten with utensils.	**ALS.SI.3.b** (C) Identify at least two finger foods.
ALS.SI.3.c (A) Practice proper etiquette when chewing and swallowing food with applicable use of napkin.	**ALS.SI.3.c** (B) Practice proper etiquette when chewing and swallowing food.	**ALS.SI.3.c** (C) Practices appropriate pacing when eating and swallowing food and indicates in socially acceptable manner the desire for more when appropriate.

Real World Connections:

- Eating at a fine-dining restaurant
- Removing a piece of gristle or bone from mouth during eating
- Discarding foods that are spoiled or out of date

vocabulary:

- Fork
- Spoon
- Knife
- Plate
- Napkin
- Cup
- Manners
- Finger Foods
- Allergies
- Diet
- Spicy
- Etiquette

Resources:

- Postural Control, Gross Motor Development, and Mealtime, source: Your Therapy Source
- Positioning, Motor Skills, & Table Manners-What's the Connection?, source: Miss Jaime, O.T.
- Life Skills Task Sheets, source teachingaid.org
- Visual Perceptual Skills Needed for Independent Feeding, source: Growing Hands-On Kids
- Self Help and Functional Skills Checklist, source: UC Davis, Mind Institute

Standard:	**Performance Objectives:**
ALS.SI.4. Appropriately identifies and utilizes with proper etiquette glassware, drinkware, and drink fountains in a variety of settings**.**	**ALS.SI.4.a** Identifies appropriate glassware or drinkware (e.g. water, tea, coffee). **ALS.SI.4.b** Utilizes appropriate glassware or drinkware with proper etiquette. **ALS.SI.4.c** Demonstrates ability to open and utilize beverages in a variety of packaging. **ALS.SI.4.d** Utilizes a water fountain for a drink of water.

I Can Statements

MOST COMPLEX ⟷ LEAST COMPLEX

ALS.SI.5.a (A) Identifies appropriate glassware or drinkware (e.g. water, tea, coffee).	**ALS.SI.5.a** (B) Differentiates the use of a coffee cup and other drinkware or glassware.	**ALS.SI.5.a** (C) Sorts glassware or drinkware according to their function or use.
ALS.SI.5.b (A) Utilizes appropriate glassware or drinkware with proper etiquette.	**ALS.SI.5.b** (B) Utilizes drinkware with lids and straws with proper etiquette (e.g., limits noise while drinking, sits cups upright without spills).	**ALS.SI.5.b** (C) Makes a request for water or a beverage.
ALS.SI.5.c (A) Demonstrates ability to open and utilize beverages in a variety of packaging (e.g., cans, bottles, juice packs, juice boxes, bag milk).	**ALS.SI.5.c** (B) Demonstrates ability to open and utilize can beverages and beverage bottles.	**ALS.SI.5.c** (C) Makes a request for assistance to open and access beverages in a variety of packaging.
ALS.SI.5.d (A) Operates and utilizes a water fountain for a drink of water.	**ALS.SI.5.d** (B) Utilizes a water fountain for a drink of water.	**ALS.SI.5.d** (C) Makes a request for assistance to drink from a water fountain.

Real World Connections:

- Drinking from a public water fountain
- Drinking from a juice or milk carton
- Drinking a soft drink while eating at a fast food restaurant

vocabulary:

- Cup
- Straw
- Fountain
- Glassware/Drinkware
- Bottle Cap
- Pull Tab
- Soda Can
- Juice Box
- Carton
- Swallow
- Suck
- Bottle

Resources:

- Postural Control, Gross Motor Development, and Mealtime, source: Your Therapy Source
- Positioning, Motor Skills, & Table Manners-What's the Connection?, source: Miss Jaime, O.T.
- Visual Perceptual Skills Needed for Independent Feeding, source: Growing Hands-On Kids
- Life Skills Task Sheets, source teachingaid.org
- Self Help and Functional Skills Checklist, source: UC Davis, Mind Institute

Standard:	**Performance Objectives:**
ALS.SI.5. Demonstrates appropriate storage and safe handling of food before, during and after meal preparation.	**ALS.SI.5.a** Identifies and practices good hygiene during meal preparation and food interactions. **ALS.SI.5.b** Identify foods that need to be washed prior to eating. **ALS.SI.5.c** Identify foods that require refrigeration and foods that are stored in a pantry or cupboard. **ALS.SI.5.d** Identify the expiration or shelf life of common foods**.**

I Can Statements

MOST COMPLEX ⟵ ⟶ LEAST COMPLEX

ALS.SI.5.a (A) Identifies and practices good hygiene during meal preparation and food interactions.	**ALS.SI.5.a** (B) Practices limiting food contamination by washing hands and kitchen equipment, and touching only clean surfaces during meal preparation and interaction with food.	**ALS.SI.5.a** (C) Practices washing hands prior to interaction with food.
ALS.SI.5.b (A) Identify foods that need to be washed prior to eating.	**ALS.SI.5.b** (B) Sort foods that need to be washed prior to eating.	**ALS.SI.5.b** (C) Identify food that has been washed and properly prepared.
ALS.SI.5.c (A) Identify foods that require refrigeration and foods that are stored in a pantry or cupboard.	**ALS.SI.5.c** (B) Sort foods that require refrigeration and foods that are stored in a pantry or cupboard.	**ALS.SI.5.c** (C) Identify that can food is stored in a pantry or cupboard.
ALS.SI.5.d (A) Identify the expiration or shelf life of common foods.	**ALS.SI.5.d** (B) Recognize when food is spoiled from appearance or smell.	**ALS.SI.5.d** (C) Sort fresh foods from canned foods.

Real World Connections:

- Washing fruits and vegetables
- Storing leftovers in the refrigerator
- Stocking shelves in grocery store

Vocabulary:

- Pot Holder
- Hot Pad
- Trivet
- Perishable
- Spoil
- Expiration Date
- Refrigerator
- Sink
- Storage Container
- Storage Bags
- Plastic Wrap
- Aluminum Foil
- Bacteria
- Food Poisoning
- Freezer
- Sanitary

Resources:

- Teaching Strategies and Materials
  - Steps for Implementing Least-to-Most Prompts, source National Technical Assistance Center on Transition (NTACT)

- For more evidenced-based and effective practices, download the NTACT *Effective Practices and Predictors Matrix* (requires a free login)
- Self Help and Functional Skills Checklist, source: UC Davis, Mind Institute

- Videos
  - Let's Cook! Life Skills/Kids with Autism (6:52), LetsCookForLife

Standard:	**Performance Objectives:**
ALS.SI.6. Initiates and completes a cleanup routine after food preparation.	**ALS.SI.6.a** Washes, dries, and stores away all kitchen utensils, pots, dishes, and appliances after a preparing and enjoying a meal. **ALS.SI.6.b** Clean kitchen surfaces after meal preparation. **ALS.SI.6.c** Appropriately store or discard left-over food after a meal.

I Can Statements

MOST COMPLEX ⟷ LEAST COMPLEX

ALS.SI.6.a (A) Washes, dries, and stores away all kitchen utensils, pots, dishes, and appliances after a preparing and enjoying a meal.	**ALS.SI.6.a** (B) Stores away clean kitchen utensils, pots, dishes, and appliances.	**ALS.SI.6.a** (C) Identifies when a dish is clean or dirty.
ALS.SI.6.b (A) Gathers necessary supplies and clean kitchen surfaces after meal preparation.	**ALS.SI.6.b** (B) When provided with necessary supplies, clean kitchen surfaces	**ALS.SI.6.b** (C) After the kitchen surfaces have been cleared, use a cloth to wipe surfaces.
ALS.SI.6.c (A) Appropriately store or discard in trash left-over food after a meal.	**ALS.SI.6.c** (B) Discard left-over food in trash.	**ALS.SI.6.c** (C) Discard unwanted food from plate after a meal or indicate the need for assistance for cleanup.

Real World Connections:	**Vocabulary:**
• Clearing the table and washing the dishes after a meal • Putting items away, such as condiments, when finished using them	• Pots and Pans • Sponge • Dish Detergent • Rinse • Scrub • Dish Drainer • Dish Washer • Dish Towel

Resources:

- Steps for Implementing Least-to-Most Prompts, source National Technical Assistance Center on Transition (NTACT)
- For more evidenced-based and effective practices, download the NTACT *Effective Practices and Predictors Matrix* (requires a free login)
- Self Help and Functional Skills Checklist, source: UC Davis, Mind Institute
- Videos
  - Task analysis for cleaning the table, (1:54 mins)
  - Independent Work Task System, (11:46 mins)

Standard: **ALS.SI.7.** Arranges a place setting for a meal and utilizes appropriate utensils (e.g., flatware or silverware), dishes, and serving pieces.	**Performance Objectives:** **ALS.SI.7.a** Identify items used for a place setting (e.g., charger, dinner plate, butter dish, salad plate, appetizer plate, soup bowl, and serving dishes). **ALS.SI.7.b** Identify application or use of utensils (e.g., flatware or silverware). **ALS.SI.7.c** Arrange place setting appropriately on a table.

I Can Statements

MOST COMPLEX ⟷ LEAST COMPLEX

ALS.SI.7.a (A) Identify items used for a place setting (e.g., charger, dinner plate, butter dish, salad plate, appetizer plate, soup bowl, and serving dishes).	**ALS.SI.7.a** (B) Identify the following place setting pieces: dinner plate, appetizer plate, and salad plate.	**ALS.SI.7.a** (C) Sort place setting pieces (e.g., plate and salad plate).
ALS.SI.7.b (A) Identify application or use of utensils (e.g., flatware or silverware).	**ALS.SI.7.b** (B) Identify application or use of fork spoon, and knife.	**ALS.SI.7.b** (C) Sort utensils (e.g., forks and spoons).
ALS.SI.7.c Arrange place setting appropriately on a table.	**ALS.SI.7.c** (B) Arrange a place setting including plate, beverage glass or cup, folk, knife, and spoon.	**ALS.SI.7.c** (C) Given a template, match/arrange place setting pieces (e.g., plate, beverage glass or cup, folk, knife, and spoon) to outlined sections on template.

Real World Connections:	**Vocabulary:**
• Setting the table before a meal • Having a "sit-down" meal at the table	• Place Setting • Napkin • Flatware • Dinner Plate • Beverage Glass • Cup And Saucer • Placemat

Resources:

- Teaching Strategies/Materials:
  - Evidence-based Practices for Students with Severe Disabilities, source: CEEDAR Center
  - Printable table setting diagrams
  - Teaching Functional Skills to Students with Disabilities, source: ThoughtCo.
- Videos:
  - Setting Table Video Task Analysis, (3:21 mins)

- Animated video: How to set a Table for Kids and Teens (1:58 mins)
- Song-Fork, Plate, Knife, Spoon (2:55 mins)

Standard: **ALS.SI.8.** Given a social setting and a meal, identify when to remove napkin, begin eating, and practice proper table etiquette.	**Performance Objectives:** **ALS.SI.8.a** Given a social setting and meal, identify when to remove napkin from the table or plate and place into lap (e.g., if dining out one should place napkin in lap immediately, if dinner party follow the host or hostesses lead). **ALS.SI.8.b** Given a social setting and meal, identify when to begin eating (e.g., if private dinner party begin eating once host or hostess begins eating, if at a buffet begin eating when others are seated at your table). **ALS.SI.8.c** Given a social setting and meal, practice proper etiquette when passing and requesting dishes, bread, condiments, salt and pepper during dining (e.g., ask that condiments be passed form the person closest to the item, salt and pepper should be passed together, use serving utensils to life food from serving dishes, and dishes are passed in counter-clockwise flow).

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
ALS.SI.8.a (A) Given a social setting and meal, identify when to remove napkin from the table or plate and place into lap (e.g., if dining out one should place napkin in lap immediately, if dinner party follow the host or hostesses lead).	**ALS.SI.8.a** (B) Given a dinner party, follows the host or hostess' lead and removes napkin and places in lap.	**ALS.SI.8.a** (C) Places napkin in lap.
ALS.SI.8.b (A) Given a social setting and meal, identify when to begin eating (e.g., if private dinner party begin eating once host or hostess begins eating, if at a buffet begin eating when others are seated at your table).	**ALS.SI.8.b** (B) Given a dinner party, follow the host or hostess' lead to begin eating.	**ALS.SI.8.b** (C) Communicates when hungry or thirsty.
ALS.SI.8.c (A) Given a social setting and meal, practice proper etiquette when passing and requesting dishes, bread, condiments, salt and pepper during dining (e.g., ask that condiments be passed form the person closest to the item, salt and pepper should be passed together, use serving utensils to life food from serving dishes, and dishes are passed in counter-clockwise flow).	**ALS.SI.8.c** (B) Given a social setting and meal, practice proper etiquette when passing salt and pepper and condiments.	**ALS.SI.8.c** (C) Makes a request for salt and pepper or condiments.

Real World Connections:	**Vocabulary:**
• Attending dinner parties. • Having a "sit-down" meal at the table. • Attending social events such as wedding receptions.	• Counter-Clockwise • Dinner Party • Flatware • Host/Hostess • Buffet • Napkin • Host • Condiments

Resources:

- Teaching Strategies/Materials:
  - In-vivo Teaching, source: Transition to Independence Process (TIP) System, National Network on Youth Transition (NNYT)
  - Video Modeling, source: National Center on Autism Spectrum Disorders (ASD)
  - Steps for Implementing Least-to-Most Prompts, source National Technical Assistance Center on Transition (NTACT)
  - Evidence-based Practices for Students with Severe Disabilities, source: CEEDAR Center
  - Teaching Functional Skills to Students with Disabilities, source: ThoughtCo.
  - Social Stories for Autistic Children, source Autism Parenting Magazine
  - Social Stories and Supplementary Tactics, source: Educate Autism

Standard: **ALS.SI.9.** Demonstrates housekeeping skills.	**Performance Objectives:** **ALS.SI.9.a** Demonstrates ability to sweep or vacuum floors and discard collected debris. **ALS.SI.9.b** Demonstrates ability to take out trash e.g., remove from trash can, tie bag, carry out to receptacle bin, and replace with new trash bag). **ALS.SI.9.c** Practices dusting and cleaning furniture, baseboards, and other surfaces with appropriate materials. **ALS.SI.9.d** Practice organizing and storing like items together to create a well-organized, clean, and safe environment.

I Can Statements

MOST COMPLEX ⟷ LEAST COMPLEX

ALS.SI.9.a (A) Demonstrates ability to sweep or vacuum floors and discard collected debris.	**ALS.SI.9.a** (B) Demonstrate ability to sweep or vacuum floors.	**ALS.SI.9.a** (C) Identify a broom and vacuum cleaner and request assistance to clean floors.
ALS.SI.9.b (A) Demonstrates ability to take out trash (e.g., remove from trash can, tie bag, carry out to receptacle bin, and replace with new trash bag).	**ALS.SI.9.b** (B) Demonstrates ability to carry out tied trash bag to receptacle bin.	**ALS.SI.9.b** (C) Differentiates items that are trash from items that are not.
ALS.SI.9.c (A) Practices dusting and cleaning furniture, baseboards, and other surfaces with appropriate materials.	**ALS.SI.9.c** (B) Practices dusting and cleaning furniture and baseboards.	**ALS.SI.9.c** (C) Communicates the need for assistance to clean personal items (e.g., eyeglasses, communication device, chair tray, or tv tray).
ALS.SI.9.d (A) Practice organizing and storing like items together to create a well-organized, clean, and safe environment.	**ALS.SI.9.d** (B) Prepares for organizing by sorting multiple items into separate piles.	**ALS.SI.9.d** (C) Prepares for organizing by sorting two items into separate piles.

Real World Connections:

- Keeping room, apartment, or house clean
- Taking out trash
- Developing organizational skills for home and job

Vocabulary:

- Broom
- Mop
- Dust Rag
- Wastebasket
- Trash Bag
- Sort
- Cleaning Supplies
- Organize
- Vacuum
- Chores
- Dustpan
- Storage
- Garbage Collection

Resources:

- **Teaching Strategies/Materials:**
  - Evidence-based Practices for Students with Severe Disabilities, source: CEEDAR Center
  - Teaching Functional Skills to Students with Disabilities, source: ThoughtCo.

- Picture cards, source: do2learn.com
- **Checklists:**
  - Visual Supports, source: Indiana Resource Center for Autism, Indiana University Bloomington
- **Videos**:
- Cleaning the Bathroom (9:59), Transition 2 Life, Susan Traugh
- Cleaning the Bedroom-Daily Living Skills (6:58), Transition 2 Life, Susan Traugh

Standard: **ALS.SC.1.** Identifies and applies self-management skills in response to situational demands.	**Performance Objectives:** **ALS.SC.1.a** Recognize that you, or someone else, is becoming angry or stressed and take appropriate action to deal with the situation in a positive way (e.g., take a walk, exercise, ask for a break, get enough rest, breathe slowly and relax, calm down and then communicate). **ALS.SC.1.b** Identifies triggers for anger and stress (e.g., being treated unfairly, responding to time pressure, experiencing dishonesty, experiencing disappointment, threats on self-esteem, instances of prejudice and discrimination, getting attacked).

I Can Statements

MOST COMPLEX ⟷ LEAST COMPLEX

ALS.SC.1.a (A) Recognize that you, or someone else, is becoming angry or stressed and take appropriate action to deal with the situation in a positive way (e.g., take a walk, exercise, ask for a break, get enough rest, breathe slowly and relax, calm down and then communicate).	**ALS.SC.1.a** (B) Recognizes when becoming angry and communicates this feeling and identifies body language (e.g., facial expressions or actions that indicate when someone is angry).	**ALS.SC.1.a** (C) Identifies body language (e.g., facial expressions that indicate when someone is angry).
ALS.SC.1.b (A) Identifies triggers for anger and stress (e.g., being treated unfairly, responding to time pressure, experiencing dishonesty, experiencing disappointment, threats on self-esteem, instances of prejudice and discrimination, getting attacked).	**ALS.SC.1.b** (B) Identify three situations when a feeling of anger or stress was experienced.	**ALS.SC.1.b** (C) Identify a situation that may cause feelings of anger or stress.

Real World Connections:

- Stressful situations
- Working with others
- Dealing with family problems or issues
- Development of self-advocacy skills

Vocabulary:

- Agree
- Choice
- Disagree
- Discussion
- Triggers
- Emotions
- Fair
- Unfair
- Member
- Dishonesty
- Opinion
- Self-Esteem
- Problem-Solving
- Respect
- Honest
- Discrimination
- Prejudice

Resources:

- **Teaching Materials and Strategies**
  - *ME! Lessons for Teaching Self-Awareness and Self-Advocacy* ZCLE, University of Oklahoma
  - Using Self-Management to Teach Academic Skills, source: National Technical Assistance Center on Transition (requires free account)
  - Lesson plan to teach game-related social skills using self-management, source: National Technical Assistance Center on Transition (requires free

account)
    - Social Stories for Autistic Children, source Autism Parenting Magazine
    - Social Stories and Supplementary Tactics, source: Educate Autism
- **Videos**
    - Self-Management Video (YouTube, 2:30)—How to use visual self-management to calm, source: Indiana Resource Center for Autism

Standard: **ALS.SC.2.** Engages in reciprocal communication with others and demonstrates respects for others and their property.	**Performance Objectives:** **ALS.SC.2.a** Engage in reciprocal communication with others by commenting to let others know you are listening, asking reciprocal questions, staying on topic, and initiating conversations. **ALS.SC.2.b** Identify ways to demonstrate self-respect. **ALS.SC.2.c** Identify ways to demonstrate respect for others. **ALS.SC.2.d** Identify ways to demonstrate respect for others' property.

I Can Statements

MOST COMPLEX ⟷ LEAST COMPLEX

ALS.SC.2.a (A) Engage in reciprocal communication with others by commenting to let others know you are listening, asking reciprocal questions, staying on topic, and initiating conversations.	**ALS.SC.2.a** (B) Engage in reciprocal communication with others by staying on topic and initiating conversations.	**ALS.SC.2.a** (C) Engage in communication with others by initiating conversations.
ALS.SC.2.b (A) Identify ways to demonstrate self-respect (e.g., meet personal needs, protect physical and emotional health, embrace individuality).	**ALS.SC.2.b** (B) Identify positive personal traits.	**ALS.SC.2.b** (C) Engage in healthy expressive behavior.
ALS.SC.2.c (A) Identify ways to demonstrate respect for others (e.g., listen, be helpful, say thank you, encourage, congratulate, maintain personal space).	**ALS.SC.2.c** (B) Demonstrate respect for others by maintain appropriate personal space and saying thank you when appropriate.	**ALS.SC.2.c** (C) Identify and maintains appropriate personal space.
ALS.SC.2.d (A) Identify ways to demonstrate respect for others' property (ask for permission before touching and take extra care of others' property).	**ALS.SC.2.d** (B) Identify ownership of personal property verses others' personal property	**ALS.SC.2.d** (C) Identify personal property.

Real World Connections:

- Conflict resolution
- Following rules in a public setting

Vocabulary:

- Responsibility
- Consequences
- Conflict
- Respect
- Rules
- Listening
- Self-Respect
- Property

Resources:

- Improving Conversation Skills, source do2learn.com

- *ME! Lessons for Teaching Self-Awareness and Self-Advocacy* ZCLE, University of Oklahoma
- Reciprocal Communication, source autismhelper.com
- Teaching Self-Respect, source educateempowerkids.org

Standard: **ALS.SD.1**. Develop self-advocacy skills by demonstrating awareness of personal preferences, interests, strengths, and limitations.	**Performance Objectives:** **ALF.SD.1.a** Demonstrate awareness of personal preferences and interests. **ALF.SD.1.b** Demonstrate awareness of strengths and limitations.

I Can Statements

MOST COMPLEX ⟷ LEAST COMPLEX

ALF.SD.1.a (A) Demonstrate awareness of personal preferences and interests.	**ALF.SD.1.a** (B) Demonstrate awareness of at least one personal preference and one interests.	**ALF.SD.1.a** (C) Demonstrate a personal preference given two choices.
ALF.SD.1.b (A) Demonstrate awareness of strengths and limitations.	**ALF.SD.1.b** (B) Demonstrate awareness of at least one strength and one limitation.	**ALF.SD.1.b** (C) Demonstrate awareness of a strength.

Real World Connections:

- Explaining disability in various social/employment/life situations
- Choosing and participating in leisure events, hobbies and interests

Vocabulary:

- Advocate
- Achieve
- Determination
- Preference
- Needs
- Interests
- Strengths
- Rights

Resources:

- Learning about Self-Advocacy: Speaking up, source selfadvocacyonline.org
- *I'm Determined* Toolbox for Self-Determination
- *Self Determination Assessment Tools*. Zarrow Center for Learning Enrichment (ZCLE). University of Oklahoma,
- *Preference Indicators.* ZCLE, University of Oklahoma
- *ME! Lessons for Teaching Self-Awareness and Self-Advocacy* ZCLE, University of
- Self Esteem and Character Building Activities for Kids, source: kidsplayandcreate.com
- Teaching Self-Advocacy Toolbox, source Teaching Self-Advocacy Blog wordpress.com

Standard: **ALS.SD.2**. Develops self-advocacy skills by considering multiple options and anticipates consequences for decisions when making choices.	**Performance Objectives:** **ALS.SD.2.a** Identifies and differentiate between wants and needs. **ALS.SD.2.b** Makes choices based on preferences, interests, wants, and needs and consider multiple options to anticipate consequences for decisions.

I Can Statements

MOST COMPLEX ⟷ LEAST COMPLEX

ALS.SD.2.a (A) Identifies and differentiate between wants and needs.	**ALS.SD.2.a** (B) Sort pictures or symbols that represent wants and needs for people.	**ALS.SD.2.a** (C) Identify at least two basic needs.
ALS.SD.2.b (A) Makes choices based on preferences, interests, wants, and needs and consider multiple options to anticipate consequences for decisions.	**ALS.SD.2.b** (B) Make choices based on preferences, interests, wants, and needs.	**ALS.SD.2.b** (C) Make choices based on needs.

Real World Connections:

- Be aware of their rights and how to present themselves responsibly
- Advocate for their needs

Vocabulary:

- Achieve
- Determination
- Preference
- Needs
- Goals
- Hobby
- Interests
- Strengths

Resources:

- *I'm Determined* Toolbox for Self-Determination
- *Self Determination Assessment Tools.* Zarrow Center for Learning Enrichment. University of Oklahoma,
- *Preference Indicators*. Zarrow Center for Learning Enrichment, University of Oklahoma

Standard: **ALS.TP.1.** States and observes rules of personal safety.	**Performance Objective:** **ALS.TP.1.a** Identify best practices to maintain personal safety (e.g., operate GPS or map application with home address, notify trusted adult of location, give only trusted adults personal information, call 911 in case of an emergency).

I Can Statements

MOST COMPLEX ⟷ LEAST COMPLEX

ALF.TP.1.a (A) Identify best practices to maintain personal safety (e.g., operate GPS or map application with home address, notify trusted adult of location, give only trusted adults personal information, call 911 in case of an emergency).	**ALF.TP.1.a** (B) Practice personal safety by recalling home address and guardian's phone number.	**ALF.TP.1.a** (C) Identify home address.

Real World Connections:

- Attending community events
- Waiting alone for a ride after school.

Vocabulary:

- Community Activities
- Ambulance
- Community Resources
- Strangers
- Danger
- Community Helpers
- Emergency
- Safety
- Inappropriate Touching
- Physical Advances

Resources:

- The Path to Independence: Mobile Apps to support Transition-Age Youth, source PACER Center (pacer.org)
- *Preparing for more Independent Living.* 2015 Center for Independent Futures
- *Zarrow Center for Learning Enrichment*. University of Oklahoma.

APPENDIX A: Additional Resources

Other Life Skills Resources for Teaching Students with Significant Cognitive Disabilities

Resource	Description
National Technical Assistance Center on Transition (NTACT)	This website is a great resource for evidenced-based and promising practices to implement in the classroom. Requires creating a free account.
	Evidence-Based Practices and Predictors
	Effective Practices Matrix
	Annotated Bibliography Research to Practice
	Lesson Plan Starters
National Collaborative on Workforce and Disability for Youth (NCWD)	*Using Universal Design for Learning: Successful Transition Models for Educators Working with Youth with Learning Disabilities*
Brookes Publishing	Free Downloadable Pictures
Mississippi Department of Mental Health.	*A Directory of Intellectual and Developmental Disabilities Services*
Modules for Addressing Special Education and Teacher Education (MAST)	The Modules Addressing Special Education and Teacher Education (MAST) were created to focus on important topics in special education courses and professional development for teachers.
National Council for special education	Supporting Students with Autism Spectrum Disorder in Schools

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