**MISSISSIPPI
DEPARTMENT OF
EDUCATION**

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2020
Teacher Resource Guide for
Life Skills
Development II

Effective Date: 2020-2021 School Year

2020
Teacher Resource Guide for
Life Skills Development II

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Acknowledgements

The Mississippi Department of Education gratefully acknowledges the hard work of the following individuals for their involvement in developing the *Teacher Resource Guide for Life Skills Development II*.

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Alicia Dunigan	Senatobia School District
Doris Flettrich	Pass Christian School District
Kellie Fondren	Mississippi State University
Pasteia Garth	Nettleton School District
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Teresa Laney	Mississippi Department of Education
Lydia Lankford	Madison School District
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Ashley Privett	DeSoto County School District
Bobby L. Richardson	Mississippi Department of Education
Amye Rowan	Pearl School District
Connie Smith	Laurel School District
Denise Sibley	Mississippi State University RCU
Susan Stampley	Senatobia School District
Elizabeth Testa	Vicksburg-Warren School District
Jaicia Thomas	Lamar County School District
Stacey Todd	Ocean Springs School District
Mary West	Lincoln County School District
Tiffany Withers	Rankin County School District

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 II* 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 II* 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 II* 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 Grades 9-12 special education teachers with a basis for curriculum development and instructional delivery.

The *Teacher Resource Guide for Life Skills Development II* 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 II* 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 II Document

Standards: *Mississippi Alternate Academic Achievement* content standard: The *MS AAAS for Life Skills Development II* 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 II Document (Graphic)

MS AAAS Life Skills Development Standard

Performance Objective(s)

I Can Statements

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

Vocabulary

Resources

Real World Connections:	Vocabulary:		
• 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	• 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:

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.

COURSE: Life Skills Development II
DOMAIN: Self Care/Independent Living
CONCEPT: Clothing Care

Standard	Performance Objectives
ALS.SI.10 Practices basic laundering skills (e.g., washing, drying, hanging/folding).	**ALS.SI.10.a** Perform the steps for preparing clothes for laundering (e.g., following garment care recommendations, sorting). **ALS.SI.10.b** Perform steps for operating a washing machine (e.g., proper loading, selecting the appropriate cycle, adding detergent). **ALS.SI.10.c** Perform steps for operating a dryer (e.g., cleaning the lint trap, loading the dryer, selecting the appropriate setting, removing clothes when the cycle is done). **ALS.SI.10.d** Practice washing clothes by hand.

I Can Statements		
MOST COMPLEX ⟵	⟶ LEAST COMPLEX	
ALS.SI.10.a (A) Perform the steps for preparing clothes for laundering (e.g., following garment care recommendations, sorting).	**ALS.SI.10.a** (B) Identify steps for preparing clothes for laundering.	**ALS.SI.10.a** (C) Distinguish between clean and soiled clothing.
ALS.SI.10.b (A) Perform steps for operating a washing machine (e.g., proper loading, selecting the appropriate cycle, adding detergent).	**ALS.SI.10.b** (B) Sequence steps for operating a washing machine.	**ALS.SI.10.b** (C) Match items/tasks associated with washing a load of clothes.
ALS.SI.10.c (A) Perform steps for operating a dryer (e.g., cleaning the lint trap, loading the dryer, selecting the appropriate setting, removing clothes when the cycle is done).	**ALS.SI.10.c** (B) Sequence steps for drying a load of clothes.	**ALS.SI.10.c** (C) Match items/tasks associated with drying a load of clothes.
ALS.SI.10.d (A) Practice washing clothes by hand.	**ALS.SI.10.d** (B) Order the steps for washing clothes by hand (e.g., location, type of detergent, amount of detergent, water temperature).	**ALS.SI.10.d** (C) List items used to wash clothes by hand (e.g., sink, detergent).

COURSE: Life Skills Development II
DOMAIN: Self Care/Independent Living
CONCEPT: Clothing Care

Real-World Connections:	Vocabulary:	
- Independently caring for own clothing - Using a laundromat - Caring for clothes that must be washed by hand	- Bleach - Clothes pin - Clothesline - Clothing label - Cycle - Delicates - Detergent - Dryer sheets - Fold - Garment - Hang	- Hanger - Laundromat - Lint - Liquid/powder detergent - Load - Rinse - Sink - Temperature - Unload - Wringing

Resources:
Activities
- o Perkins School for the Blind eLearning:
  - Integrated Skills—Laundry
  - Learning About Laundry
  - Putting Away Clothes

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

Standard	Performance Objectives
ALS.SI.11 Dresses appropriately for various occasions and conditions, such as weather.	**ALS.SI.11.a** Select clothing appropriate for various occasions and certain conditions, such as weather. **ALS.SI.11.b** Adjust clothing to maintain personal appearance (e.g., tuck in shirt, zip fly, fix collar). **ALS.SI.11.c** Demonstrate knowledge of clothing and shoe size.

I Can Statements

MOST COMPLEX ←——————————————————————————————→ LEAST COMPLEX

ALS.SI.11.a (A) Select clothing appropriate for various occasions and conditions, such as weather.	**ALS.SI.11.a** (B) Identity clothing appropriate for various occasions and conditions, such as weather (e.g., church, prom, wedding, leisure activity).	**ALS.SI.11.a** (C) Match clothing to appropriate weather conditions.
ALS.SI.11.b (A) Adjust clothing to maintain personal appearance (e.g., tuck in shirt, zip fly, fix collar).	**ALS.SI.11.b** (B) Explain when to adjust clothing to maintain personal appearance (e.g., tuck in shirt, zip fly, fix collar, tie shoes, use a belt).	**ALS.SI.11.b** (C) Recognize when to adjust clothing to maintain personal appearance (e.g., tuck in shirt, zip fly, fix collar, tie shoes, use a belt).
ALS.SI.11.c (A) Demonstrate knowledge of clothing and shoe size.	**ALS.SI.11.c** (B) Explain the significance of clothing size and shoe size (e.g., too large/small, tight, short, etc.).	**ALS.SI.11.c** (C) Identify that clothing and shoes come in different sizes.

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

Real-World Connections:	**Vocabulary:**	
• Arranging clothing by size (e.g., working in a clothing store) • Shopping for clothes and shoes • Attending a wedding	• Belt • Buckle • Button • Casual • Chart • Collar • Dress code • Fly • Formal • Hook and loop	• Leisure • Outerwear • Raincoat • Shoelaces • Size • Special occasion • Tuck • (Velcro®) • Weather • Zipper

Resources:
- **Activities:**
  - Perkins School for the Blind eLearning: Outfit Selections
  - Clothes Lesson Plan
  - Role-play in front of mirror
  - Create a size chart
  - Dress a baby doll
  - Top Teaching Ideas: Clothes Theme
  - Internet4Classrooms: Life Skills Links

COURSE: Life Skills Development II
DOMAIN: Self Care/Independent Living
CONCEPT: Dining Habits

Standard	Performance Objectives
ALS.SI.12 Practice skills appropriate for dining in a restaurant.	**ALS.SI.12.a** Order meal from the restaurant menu. **ALS.SI.12.b** Practice proper dining etiquette and table manners (e.g., when to eat, napkin in lap, passing condiments). **ALS.SI.12.c** Pay for meal.

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
ALS.SI.12.a (A) Order from the restaurant menu.	**ALS.SI.12.a** (B) Locate items on a menu (e.g., beverages, appetizers, sides, dressing, desserts, available condiments).	**ALS.SI.12.a** (C) Locate menu in dining facility (e.g., behind counter, hostess stand, on table, request kid's menu).
ALS.SI.12.b (A) Practice proper dining etiquette and table manners (e.g., when to eat, napkin in lap, passing condiments).	**ALS.SI.12.b** (B) Practice proper etiquette when dining in a restaurant (e.g., use napkin, not eating with mouth open, not talking with food in mouth, using utensils properly).	**ALS.SI.12.b** (C) Distinguish between inappropriate and appropriate behavior when dining in a restaurant (e.g., throwing food, smacking, licking fingers, picking teeth, using utensils properly).
ALS.SI.12.c (A) Pay for meal.	**ALS.SI.12.c** (B) Demonstrate when and where to pay for meal (e.g., beginning or ending of meal, counter, table).	**ALS.SI.12.c** (C) Recall correct steps in meal-payment method (e.g., ticket, payment form, change).

16-Sep-20

COURSE: Life Skills Development II
DOMAIN: Self Care/Independent Living
CONCEPT: Dining Habits

Real-World Connections:	Vocabulary:	
• Ordering food from a waiter at a sit-down restaurant • Removing gristle or bones from mouth while eating	• Beverage • Beverage station • Condiments • Counter • Credit/debit card • Etiquette • Hostess • Menu	• Receipt • Server • Sides • Ticket • Trashcan • Utensils • Waitress/waiter

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
- Life Skills for Special Needs – Mind Your Manners – [Teaching Table Manners](#)
- [Perkins School for the Blind Transition Activities](#)
- Internet4Classrooms: [Life Skills Links](#)

COURSE: Life Skills Development II
DOMAIN: Self Care/Independent Living
CONCEPT: Grocery Shopping

Standard	Performance Objectives
ALS.SI.13 Perform tasks associated with purchasing groceries.	**ALS.SI.13.a** Prepare a grocery list. **ALS.SI.13.b** Navigate the grocery store (e.g., use shopping cart, locate items on list). **ALS.SI.13.c** Complete checkout process (e.g., get in line, put items on conveyor belt, pay cashier, exit store with items).

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
ALS.SI.13.a (A) Prepare a grocery list.	**ALS.SI.13.a** (B) Sort items on a grocery list (e.g., dairy, frozen, produce).	**ALS.SI.13.a** (C) Explain the purpose of a grocery list.
ALS.SI.13.b (A) Navigate the grocery store (e.g., using a shopping cart, locate items on list).	**ALS.SI.13.b** (B) Identify departments within the grocery store (e.g., customer service, cashier, deli, meat).	**ALS.SI.13.b** (C) Identify grocery stores or other stores in your area that sell groceries (e.g., Kroger, Walmart, Dollar General).
ALS.SI.13.c (A) Complete checkout process (e.g., get in line, put items on conveyor belt, pay cashier, exit store with items).	**ALS.SI.13.c** (B) Identify different ways to checkout (e.g., self-checkout, standard checkout, express checkout).	**ALS.SI.13.c** (C) Identify where to checkout (e.g., identify when a checkout line is open).

COURSE: Life Skills Development II
DOMAIN: Self Care/Independent Living
CONCEPT: Grocery Shopping

Real-World Connections:	**Vocabulary:**	
• Using self-checkout • Identifying open registers • Stocking shelves in grocery store	• Cart return • Cashier • Checkout • Conveyor belt • Customer service • Dairy • Express	• Frozen • Groceries • Grocery cart • Price check • Produce • Scanner • Self-check

Resources:
- Autism Classroom Resources: The Tools You Need to Teach Grocery Shopping Life Skills
- Math for Grocery Shopping
- Alpha School: Let's Go Shopping
- Life Skills Resources That Help All Students Succeed: Grocery Shopping in the Classroom
- Free downloadable food budgeting and grocery shopping lesson plans
- Internet4Classrooms: Life Skills Links

Videos:
- Special Education Grocery Shopping in the Community

COURSE: Life Skills Development II
DOMAIN: Self Care/Independent Living
CONCEPT: Food Preparation

Standard	Performance Objectives
ALS.SI.14 Perform tasks associated with preparing a meal.	**ALS.SI.14.a** Follow recipe instructions. **ALS.SI.14.b** Demonstrate understanding of common cooking terms (e.g., bake, peel, preheat, season). **ALS.SI.14.c** Utilize common kitchen tools effectively and safely (e.g., can opener, measuring cups and spoons, timer). **ALS.SI.14.d** Operate kitchen appliances effectively and safely (e.g., cook top, oven, microwave, toaster, dishwasher).

I Can Statements

MOST COMPLEX ← → LEAST COMPLEX

ALS.SI.14.a (A) Follow recipe instructions.	**ALS.SI.14.a** (B) Identify the amounts of the ingredients (e.g., cup, teaspoon, other measurement amounts, etc.).	**ALS.SI.14.a** (C) Identify a recipe.
ALS.SI.14.b (A) Demonstrate understanding of common cooking terms (e.g., bake, peel, preheat, season).	**ALS.SI.14.b** (B) Match cooking terms with function (e.g., bake, peel, slice, season).	**ALS.SI.14.b** (C) Identify cooking functions (e.g., baking, peeling, preheating oven).
ALS.SI.14.c (A) Utilize common kitchen tools effectively and safely (e.g., can opener, measuring cups and spoons, timer).	**ALS.SI.14.c** (B) Match common kitchen tools with their function (e.g., can opener, measuring cups and spoons, timer).	**ALS.SI.14.c** (C) Identify common kitchen tools with their function (e.g., can opener, measuring cups and spoons, timer).
ALS.SI.14.d (A) Operate kitchen appliances effectively and safely (e.g., cook top, oven, microwave, toaster, dishwasher).	**ALS.SI.14.d** (B) Explain safety rules associated with kitchen appliances (e.g., cooktop, oven, microwave, toaster, dishwasher).	**ALS.SI.14.d** (C) Identify kitchen appliances (e.g., cooktop, oven, microwave, toaster, dishwasher).

COURSE: Life Skills Development II
DOMAIN: Self Care/Independent Living
CONCEPT: Food Preparation

Real-World Connections:	**Vocabulary:**	
• Using a recipe to prepare a meal • Using measuring spoons and cups for various household tasks	• Appliances • Bake • Meal • Measuring spoons • Microwave • Operate	• Oven • Peel • Preheat • Safety • Season • Stove

Resources:
- Teaching Strategies and Materials
  - *Effective Practices and Predictors Matrix* (requires a free login)
  - Self-Help and Functional Skills Checklist, source: UC Davis, Mind Institute
  - University of Rhode Island—Food Safety Education for High School and Transition Special Needs Students: Food Safety Smart Curriculum
  - How to Teach Kitchen Safety Skills for Teens with Autism
  - Autism Classroom: Cooking in the Classroom: Resources for Planning Effective Instruction
  - How to Incorporate Cooking Lessons into Your Special Education Classroom
  - Internet4Classrooms: Life Skills Links
- Videos
  - Let's Cook! Life Skills/Kids with Autism (6:52)

COURSE: Life Skills Development II
DOMAIN: Self Care/Independent Living
CONCEPT: Home Maintenance

Standard	Performance Objectives
ALS.SI.15 Demonstrates the ability to handle basic home maintenance.	**ALS.SI.15.a** Demonstrates the ability to perform minor home maintenance (e.g., unstop toilet, change a lightbulb, replace a fuse or flip a breaker). **ALS.SI.15.b** Practice proper maintenance and preventative measures to avoid maintenance issues (e.g., stopped-up sinks and toilets, avoiding insects and mice) **ALS.SI.15.c** Practice the proper maintenance of household equipment and appliances (e.g., change vacuum cleaner bags, replace AC filters) **ALS.SI.15.d** Identify who to call for various home repairs

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
ALS.SI.15.a (A) Demonstrates ability to perform minor home maintenance (e.g., unstop toilet, change a lightbulb, replace a fuse or flip a breaker).	**ALS.SI.15.a** (B) Explain how to perform minor home maintenance (e.g., unstop toilet, change a lightbulb, change a fuse or flip a breaker, change battery in smoke detector).	**ALS.SI.15.a** (C) Identify when to perform minor home maintenance (e.g., unstop toilet, change a lightbulb, change a fuse or flip a breaker, change battery in smoke detector).
ALS.SI.15.b (A) Practice proper maintenance and preventative measures to avoid maintenance issues (stopped up sinks and toilets, avoiding insects and mice).	**ALS.SI.15.b** (B) Explain proper maintenance and preventative measures to avoid maintenance issues (stopped up sinks and toilets, avoiding insects and mice, change vacuum cleaner bags, replace AC filters).	**ALS.SI.15.b** (C) Identify proper maintenance and preventative measures to avoid maintenance issues (stopped up sinks and toilets, avoiding insects and mice, change vacuum cleaner bags, replace AC filters).
ALS.SI.15.c (A) Practice the proper maintenance of household equipment and appliances (e.g., change vacuum cleaner bags, replace AC filters).	**ALS.SI.15.c** (B) Restate proper maintenance procedures of household equipment and appliances.	**ALS.SI.15.c** (C) Recognize a problem with household equipment or appliance.
ALS.SI.15.d (A) Identify who to call for various home repairs (plumber, electrician, pest control).	**ALS.SI.15.d** (B) Match appropriate maintenance professional to home maintenance issue (plumber, electrician, pest control).	**ALS.SI.15.d** (C) Recall various types of maintenance professionals that do home repairs (plumber, electrician, pest control).

COURSE: Life Skills Development II
DOMAIN: Self Care/Independent Living
CONCEPT: Home Maintenance

Real-World Connections:	**Vocabulary:**	
• Changing a light bulb • Replacing the battery in a smoke alarm • Calling a repair person	• AC filters • Avoid • Battery • Clog • Electrician • Light bulb • Minor repair	• Pest • Pest control • Plumber • Plunger • Preventative • Repair • Smoke detector

Resources:
- *Effective Practices and Predictors Matrix* (requires a free login)
- Self Help and Functional Skills Checklist, source: UC Davis, Mind Institute
- Attainment Company: Living on your Own: Lesson Plans
- Florida Department of Education - Community-Based Instruction: An Instructional Strategy
- Life Skills Task Sheets
- Internet4Classrooms: Life Skills Links

COURSE: Life Skills Development II
DOMAIN: Self Care/Independent Living
CONCEPT: Time Management

Standard	Performance Objectives
ALS.SI.16 Practice following a schedule to complete a daily routine.	**ALS.SI.16.a** Utilize a schedule to complete a daily routine. **ALS.SI.16.b** Utilize methods for keeping track of time.

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
ALS.SI.16.a (A) Utilize a schedule to complete a daily routine.	**ALS.SI.16.a** (B) Create a schedule to complete a daily routine.	**ALS.SI.16.a** (C) Identify tasks for a daily schedule.
ALS.SI.16.b (A) Utilize methods for keeping track of time.	**ALS.SI.16.b** (B) Demonstrate how to use a tool for keeping track of time (chart, timer, hourglass, school bell).	**ALS.SI.16.b** (C) Identify a tool for keeping track of time (chart, timer, hourglass, school bell).

Real-World Connections:
- Using a calendar
- Setting up doctor appointments
- Determining when to begin meal preparation
- Meeting deadlines

Vocabulary:
- Chart
- Daily
- Hourglass
- Routine
- Schedule
- Timer
- Time

Resources:
- Internet4Classrooms: Life Skills Links
- Basic Calendar Skills
- Morning Calendar Routine in Self-Contained Classroom (video, 10 min)
- The Autism Helper: How to Teach Schedule Use
- Visual Tools to Support Behavior, self-regulation, and independence

COURSE: Life Skills Development II
DOMAIN: Self Care/Independent Living
CONCEPT: Personal Finance

Standard	Performance Objectives
ALS.SI.17 Identify and practice tasks associated with making purchases.	**ALS.SI.17.a** Practice various methods used to purchase items (e.g., cash, debit card, credit card, checks). **ALS.SI.17.b** Locate price of item (sale, clearance, ask sales clerk). **ALS.SI.17.c** Identify ways to safeguard financial information when making purchases (e.g., online transactions, securing PIN number, keeping track of checks).

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
ALS.SI.17.a (A) Practice various methods used to purchase items (e.g., cash, debit card, credit card, checks).	**ALS.SI.17.a** (B) Explain various methods used to purchase items (e.g., cash, debit card, credit card, checks).	**ALS.SI.17.a** (C) Name method(s) used to purchase items (e.g., cash, debit card, credit card, checks).
ALS.SI.17.b (A) Locate price of item (sale, clearance, ask sales clerk).	**ALS.SI.17.b** (B) Demonstrate locating price of item(s).	**ALS.SI.17.b** (C) Recognize symbols associated with prices (e.g., $, decimal, price tag).
ALS.SI.17.c (A) Identify ways to safeguard financial information when making purchases (e.g., online transactions, securing PIN number, keeping track of checks).	**ALS.SI.17.c** (B) Identify the importance of safeguarding financial information when making purchases (e.g., identity theft).	**ALS.SI.17.c** (C) Identify personal financial information that should be safeguarded (e.g., PIN number, password, account number).

COURSE: Life Skills Development II
DOMAIN: Self Care/Independent Living
CONCEPT: Personal Finance

Real-World Connections:	**Vocabulary:**	
• Using a debit card • Locating prices on items • Determining when to use a credit card • Making sure you have enough money	• Account • Cash • Check • Credit card • Debit card	• Identity theft • PIN • Purchase • Regular price • Safeguard

Resources:
- [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
- [Visual Tools to Support Behavior, self-regulation, and independence](#)
- [Great lessons and activities about money for all ages](#) (banking, paying bills, budgets)
- [Free life skills tutorials and games](#)
- Tar Heel Reader [Adaptive Books](#) (search by topic)

COURSE: Life Skills Development II
DOMAIN: Self Care/Independent Living
CONCEPT: Interpersonal Skills

Standard	Performance Objectives
ALS.SC.3 Demonstrates responsible personal and social behavior.	**ALS.SC.3.a** Follow rules and safe practices in and out of class to ensure personal and group safety. **ALS.SC.3.b** Identify the characteristics needed to be a responsible friend and family member. **ALS.SC.3.c** Demonstrate ways to communicate care, consideration, and respect of self and others. **ALS.SC.3.d** Demonstrate healthy ways to express needs, wants, and feelings. **ALS.SC.3.e** Practice self-controlled behaviors in real or simulated situations.

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
ALS.SC.3.a (A) Follow rules and safe practices in and out of class to ensure personal and group safety.	**ALS.SC.3.a** (B) Explain rules and safe practices in and out of class to ensure personal and group safety.	**ALS.SC.3.a** (C) Name rule(s) and/or safe practice(s) in and out of class to ensure personal and group safety.
ALS.SC.3.b (A) Identify the characteristics needed to be a responsible friend and family member.	**ALS.SC.3.b** (B) Identify a responsible friend and/or family member (e.g. mother, father, grandmother, policeman, etc.).	**ALS.SC.3.b** (C) Demonstrate what it means to be responsible (putting paper in trash, packing and unpacking book bag, following daily schedule).
ALS.SC.3.c (A) Demonstrate ways to communicate care, consideration, and respect of self and others.	**ALS.SC.3.c** (B) Discuss appropriate ways to communicate care and express needs, wants, and feelings with respect for self and others (give scenarios).	**ALS.SC.3.c** (C) Identify appropriate ways to communicate care and express needs, wants, and feelings with respect for self and others (taking turns, appropriate tones).
ALS.SC.3.d (A) Demonstrate healthy ways to express needs, wants, and feelings.	**ALS.SC.3.d** (B) Identify needs, wants, and feelings.	**ALS.SC.3.d** (C) State needs, wants and feelings.
ALS.SC.3.e (A) Practice self-controlled behaviors in real or simulated situations.	**ALS.SC.3.e** (B) Restate self-controlled behaviors in real or simulated situations.	**ALS.SC.3.e** (C) Name self-controlled behaviors in real or simulated situations.

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COURSE: Life Skills Development II
DOMAIN: Self Care/Independent Living
CONCEPT: Interpersonal Skills

Real-World Connections:	**Vocabulary:**	
• Communicating • Taking turns during board games • Selecting items in cafeteria • Following classroom rules	• Care • Communicate • Express • Feelings • Group • Needs • Personal	• Respect • Responsible • Rules • Safe • Safety • Tone • Wants

Resources:
Teaching Strategies/Materials:
- PBS LearningMedia:
  - Feelings
  - Use Your Words
- Using Role Play to Assess Students' Responses to Social Situations

Videos:
  - Showing Empathy (reading body language) (3:21)
  - Resolving Disagreements (2:17)

COURSE: Life Skills Development II
DOMAIN: Social and Communication
CONCEPT: Interpersonal Skills

Standard	Performance Objectives
ALS.SC.4 Practices interpersonal communication skills to manage conflicts (e.g., peer pressure, hurtful teasing, name calling).	**ALS.SC.4.a** Identify situations that may lead to conflict. **ALS.SC.4.b** Practice refusal and negotiation skills. **ALS.SC.4.c** Demonstrate nonviolent strategies to resolve conflicts. **ALS.SC.4.d** Differentiate between negative and positive behaviors used in conflict situations.

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
ALS.SC.4.a (A) Explain situations that may lead to conflict.	**ALS.SC.4.a** (B) Identify situations that may lead to conflict (e.g., disagreements with peers/siblings, peer pressure situations).	**ALS.SC.4.a** (C) Using social stories, categorize a situation as negative or positive (e.g., center-rotation, teasing).
ALS.SC.4.b (A) Practice refusal and negotiation skills.	**ALS.SC.4.b** (B) Discuss the difference between refusal and negotiation (e.g., taking turns, decisions that result in unsafe consequences).	**ALS.SC.4.b** (C) Identify situations when saying "no" is appropriate (e.g., peer pressure, decisions that result in unsafe consequences).
ALS.SC.4.c (A) Demonstrate nonviolent strategies to resolve conflicts.	**ALS.SC.4.c** (B) Identify nonviolent strategies to resolve conflicts in social situations (e.g., being first in line, sharing devices, waiting your turn).	**ALS.SC.4.c** (C) Identify situations that may lead to conflict (e.g., being first in line, sharing devices, waiting your turn).
ALS.SC.4.d (A) Differentiate between negative and positive behaviors used in conflict situations.	**ALS.SC.4.d** (B) Identify negative and positive behaviors used in conflict situations (e.g., using your words instead of hands, tone of voice).	**ALS.SC.4.d** (C) Identify negative behaviors that may lead to conflict (e.g., physical and verbal aggression).

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COURSE: Life Skills Development II
DOMAIN: Social and Communication
CONCEPT: Interpersonal Skills

Real-World Connections:	Vocabulary:	
• Disagreements with peers/siblings during the school day/at home • Peer pressure situations (alcohol/drugs) • Working with others • Dealing with family problems or issues • Use pictures, videos, or student role-play to depict a situation	• Conflict • Conflict-Resolution • Disagree • Emotions • Fair • Negative	• Negotiation • Positive • Refusal • Triggers • Unfair

Resources:
Teaching Strategies/Materials:
- Teaching refusal skills
- Role-Play Practice: Saying NO to unsafe sex
- National Gateway to Self-Determination: Self-Determination resources
- I'm Determined (checklists, videos, lesson plans)
- BrainPOP: Conflict Resolution
- BrainPOP: Peer Pressure
- Social Stories for Autistic Children, source: Autism Parenting Magazine
- Social Stories and Supplementary Tactics, source: Educate Autism
- Conflict Resolution for Students with Special Needs

Videos:
- Self-Management Video (YouTube, 2:30)—How to use visual self-management to calm, source: Indiana Resource Center for Autism
- Resolving Disagreements (2:17)

COURSE: Life Skills Development II
DOMAIN: Social and Communication
CONCEPT: Interpersonal Skills

Standard	Performance Objectives
ALS.SC.5 Practices appropriate social-sexual behavior.	**ALS.SC.5.a** Identify the appropriate means to gain attention or affection (e.g., avoid using sexual and/or seductive body language, suggestive verbalizations). **ALS.SC.5.b** Differentiate between appropriate and inappropriate movement, touching, and/or gestures. **ALS.SC.5.c** Differentiate between public and private activities. **ALS.SC.5.d** Demonstrate an awareness of appropriate place and time to engage in self-stimulating behavior.

I Can Statements

MOST COMPLEX ⟵   ⟶ LEAST COMPLEX

ALS.SC.5.a (A) Identify the appropriate means to gain attention or affection (e.g., avoid using sexual and/or seductive body language, suggestive verbalizations).	**ALS.SC.5.a** (B) Recognize appropriate means to gain attention or affection (e.g., avoid using sexual and/or seductive body language, suggestive verbalizations).	**ALS.SC.5.a** (C) State an appropriate mean to gain attention or affection (e.g., avoid using sexual and/or seductive body language, suggestive verbalizations).
ALS.SC.5.b (A) Differentiate between appropriate and inappropriate movement, touching, and/or gestures.	**ALS.SC.5.b** (B) Identify inappropriate movement, touching, and/or gestures.	**ALS.SC.5.b** (C) Demonstrate a way of alerting/informing a trusted person about inappropriate movement, touching, and/or gestures (e.g., counselor, trusted adult, teacher, minister, police officer).
ALS.SC.5.c (A) Differentiate between public and private activities.	**ALS.SC.5.c** (B) Identify behavior that is only appropriate in private places.	**ALS.SC.5.c** (C) Recognize behavior that is inappropriate in public places (e.g., touching oneself).
ALS.SC.5.d (A) Demonstrate an awareness of appropriate place and time to engage in self-stimulating behavior.	**ALS.SC.5.d** (B) Identify appropriate places and times to engage in self-stimulating behavior.	**ALS.SC.5.d** (C) Recognize that it is inappropriate to engage in self-stimulating behavior in public places.

COURSE: Life Skills Development II
DOMAIN: Social and Communication
CONCEPT: Interpersonal Skills

Real-World Connections:	**Vocabulary:**	
• Dating • Understanding laws relating to sexual conduct	• Conflict • Consequences • Harassment • Listening • Masturbation • Property	• Respect • Responsibility • Rules • Self-respect

Resources:
- National Guidelines Task Force: Guidelines for Comprehensive Sexuality Education
- National Sexual Education Standards

COURSE: Life Skills Development II
DOMAIN: Social and Communication
CONCEPT: Interpersonal Skills

Standard	Performance Objectives
ALS.SC.6 Demonstrates understanding and respect for differences among people.	**ALS.SC.6.a** Demonstrate a tolerance for individual differences (e.g., physical, cultural, linguistic, gender). **ALS.SC.6.b** Demonstrate an understanding that disability harassment is a civil rights issue. **ALS.SC.6.c** Identify ways in which bystanders can help someone who is being bullied.

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
ALS.SC.6.a (A) Demonstrate a tolerance for individual differences (e.g., physical, cultural, linguistic, gender).	**ALS.SC.6.a** (B) Identify two or three behaviors that demonstrate tolerance for individual differences (e.g., physical, cultural, linguistic, gender).	**ALS.SC.6.a** (C) Relate appropriately to individual differences (e.g., physical, cultural, linguistic, gender).
ALS.SC.6.b (A) Demonstrate an understanding that disability harassment is a civil rights issue.	**ALS.SC.6.b** (B) Identify two or three behaviors that demonstrate disability harassment (e.g., unwanted comments about appearance or disability, threats and intimidation, invasion of personal space, unnecessary touching).	**ALS.SC.6.b** (C) Identify a situation when disability harassment is a civil rights issue (e.g., employment, pay, housing).
ALS.SC.6.c (A) Identify ways in which bystanders can help someone who is being bullied.	**ALS.SC.6.c** (B) Identify a way in which bystanders can help someone who is being bullied (e.g., bystander gets help instead of watching and/or recording).	**ALS.SC.6.c** (C) Acknowledge that a bystander can help someone who is being bullied (e.g., bystander gets help instead of watching and/or recording).

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COURSE: Life Skills Development II
DOMAIN: Social and Communication
CONCEPT: Interpersonal Skills

Real-World Connections:	Vocabulary:	
• Bullying • Cyber-bullying • Advocating for civil rights for yourself and others	• Advocate • Bully • Bystander • Cyber-bullying • Disability • Discrimination	• Harassment • Racism • Rights • Tolerance

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
- Self Esteem and Character Building Activities for Kids, source: kidsplayandcreate.com
- Teaching Self-Advocacy Toolbox, source: Teaching Self-Advocacy Blog wordpress.com
- Teaching Tolerance
- BrainPOP: Cyber-bullying
- Video: National Parent Center on Transition and Employment: Civil Rights and Legal Protections
- Wrightslaw: Topics by keyword

COURSE: Life Skills Development II
DOMAIN: Self-Determination
CONCEPT: Decision-Making/Problem-Solving

Standard	Performance Objectives
ALS.SD.3 Demonstrates the ability to implement a decision-making process.	**ALS.SD.3.a** Identify the steps in making a decision. **ALS.SD.3.b** Demonstrate the ability to make decisions based on students' personal preferences, interests, and abilities. **ALS.SD.3.c** Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.

I Can Statements

MOST COMPLEX ⟵　　　　　　　　　　　　　　　　　　　　⟶ LEAST COMPLEX

ALS.SD.3.a (A) Identify the steps in making a decision.	**ALS.SD.3.a** (B) Identify a step in making a decision (e.g., identify the alternatives, gather relevant information, take action).	**ALS.SD.3.a** (C) Repeat the steps for making a decision (e.g., identify the alternatives, gather relevant information, take action).
ALS.SD.3.b (A) Demonstrate the ability to make decisions based on students' personal preferences, interests, and abilities.	**ALS.SD.3.b** (B) Identify two or three personal preferences, interests, or abilities to consider when making decisions (e.g., attending an event, participating in an activity).	**ALS.SD.3.b** (C) Identify a personal preference, interest, or ability to consider when making decisions (e.g., attending an event, participating in an activity).
ALS.SD.3.c (A) Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.	**ALS.SD.3.c** (B) Identify two or three situations when the decision-making process should be applied.	**ALS.SD.3.c** (C) Identify a situation when the decision-making process should be applied.

Real-World Connections:	Vocabulary:	
• Making tough choices • Advocating for their needs	• Abilities • Decision • Decision-making • Interests	• Issues • Preferences • Problems

Resources:
- *I'm Determined* Toolbox for Self-Determination
- *Self-Determination Assessment Tools,* ZCLE, University of Oklahoma
- *Preference Indicators,* ZCLE, University of Oklahoma
- Decision-Making Wheel
- Making Tough Choices with Kid President

COURSE: Life Skills Development II
DOMAIN: Self-Determination
CONCEPT: Decision-Making/Problem-Solving

Standard	Performance Objectives
ALS.SD.4 Develops problem-solving skills.	**ALS.SD.4.a** Differentiate between relevant and irrelevant information when presented with a problematic situation (e.g., social situations/problems). **ALS.SD.4.b** Utilize various strategies to solve problems associated with daily living (e.g., negotiating obstacles, selecting appropriate clothing, selecting the appropriately-sized container to store food/objects).

I Can Statements		
MOST COMPLEX ⟵		⟶ LEAST COMPLEX
ALS.SD.4.a (A) Differentiate between relevant and irrelevant information when presented with a problematic situation (e.g., social situations/problems).	**ALS.SD.4.a** (B) Identify trusted sources for obtaining relevant information when presented with a problem situation (e.g., a police officers, store clerk, customer service).	**ALS.SD.4.a** (C) Identify a trusted source of information when presented with a problem situation (e.g., parent or guardian).
ALS.SD.4.b (A) Utilize various strategies to solve problems associated with daily living (e.g., negotiating obstacles, selecting appropriate clothing, selecting the appropriately- sized container to store food/objects).	**ALS.SD.4.b** (B) Identify two or three obstacles or situations encountered in daily living where problem-solving strategies can be applied.	**ALS.SD.4.b** (C) Recognize that problem-solving strategies can be helpful when trying to overcome obstacles or situations encountered in daily living.

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COURSE: Life Skills Development II
DOMAIN: Self-Determination
CONCEPT: Decision-Making/Problem-Solving

Real-World Connections:	**Vocabulary:**	
- Finding transportation to an event or appointment - Getting into a building that is not ADA compliant (e.g., someone's private home) - Where to wait for a ride when it is raining - Picking up a dropped item - Addressing hygiene issues - Paying a bill	- Community helpers - Emergency - Information - Irrelevant - Judgement - Obstacles	- Options - Problem - Relevant - Safety - Situations - Trust

Resources:
- What Is the Problem-Solving Model?
- Overcoming Obstacles Curriculum (requires a free account)
- *Preparing for more Independent Living,* 2015 Center for Independent Futures
- *Zarrow Center for Learning Enrichment*, University of Oklahoma.
- Problem Solving and the Child With Special Needs
- Real-World Problem Solving: Finding Solutions Through Projects (5:23 min)

COURSE: Life Skills Development II
DOMAIN: Self-Determination
CONCEPT: Goal-Setting

Standard	Performance Objectives
ALS.SD.5 Identifies and achieves personal and academic goals.	**ALS.SD.5.a** Prioritize needs. **ALS.SD.5.b** Set realistic personal and academic goals. **ALS.SD.5.c** Participate in developing a plan of action to meet personal and academic goals. **ALS.SD.5.d** Identify opportunities and barriers to achieving goals. **ALS.SD.5.e** Recognize when the modification of a plan is necessary to achieve goals (e.g., self-monitoring).

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
ALS.SD.5.a (A) Prioritize needs.	**ALS.SD.5.a** (B) Prioritize two or three needs.	**ALS.SD.5.a** (C) Identify needs.
ALS.SD.5.b (A) Set realistic personal and academic goals.	**ALS.SD.5.b** (B) Recognize personal and academic goals in IEP.	**ALS.SD.5.b** (C) Identify a realistic personal or academic goal from IEP (e.g., participating in IEP meetings).
ALS.SD.5.c (A) Participate in developing a plan of action to meet personal and academic goals.	**ALS.SD.5.c** (B) Identify action steps necessary for meeting a personal or academic goal in IEP.	**ALS.SD.5.c** (C) Match action steps to goals in IEP.
ALS.SD.5.d (A) Identify opportunities and barriers to achieving goals.	**ALS.SD.5.d** (B) Identify an opportunity and a barrier to achieving a goal from IEP.	**ALS.SD.5.d** (C) Recognize barriers and opportunities to meeting a goal in IEP.
ALS.SD.5.e (A) Recognize when the modification of a plan is necessary to achieve goals (e.g., self-monitoring).	**ALS.SD.5.e** (B) Identify situations when modifications of a plan are necessary to achieve goals (e.g., self-monitoring).	**ALS.SD.5.e** (C) Recognize that a plan was modified to ensure achievement of goals.

COURSE: Life Skills Development II
DOMAIN: Self-Determination
CONCEPT: Goal-Setting

Real-World Connections:	**Vocabulary:**	
• Filling out a job application • Preparing for living independently • A medical setback • Savings used for an emergency	• Academic • Achieve • Goals • IEP • Modify	• Personal • Plan • Prioritize • Realistic • Self-monitoring

Resources:
- *I'm Determined* Toolbox for Self-Determination
- *Self Determination Assessment Tools,* ZCLE. University of Oklahoma
- *Preference Indicators,* ZCLE, University of Oklahoma
- Decision-making Wheel
- Video: Five Rules of Goal Setting: How to set SMART, Motivating Personal Goals (2:40 mins)
- MindTools.com (search "goal setting plan")
- Self-Determination resources

COURSE: Life Skills Development II
DOMAIN: Transition Planning/Community Participation
CONCEPT: Personal Safety

Standard	Performance Objectives
ALS.TP.2 Demonstrates the ability to handle emergency situations.	**ALS.TP.2.a** Plan/follow an emergency route. **ALS.TP.2.b** Demonstrate fire safety. **ALS.TP.2.c** Plan how to handle adverse weather/nature-related events.

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
ALS.TP.2.a (A) Plan/follow an emergency route.	**ALS.TP.2.a** (B) Follows an emergency plan (e.g., what to do in case of a fire).	**ALS.TP.2.a** (C) Participates in emergency drills.
ALS.TP.2.b (A) Demonstrate fire safety.	**ALS.TP.2.b** (B) Identifies practices associated with fire safety.	**ALS.TP.2.b** (C) Observes fire safety rules.
ALS.TP.2.c (A) Plan how to handle adverse weather/nature-related events.	**ALS.TP.2.c** (B) Follows plan for handling adverse weather/nature-related events.	**ALS.TP.2.c** (C) Participates in drills for handling adverse weather/nature-related events.

Real-World Connections:
- Fire drill
- Tornado warning
- Cooking on a gas range

Vocabulary:
- Calm
- Drill
- Emergency
- Fire
- First responder
- Plan
- Safety
- Thunderstorm
- Tornado

Resources:
- *Preparing for more Independent Living.* 2015 Center for Independent Futures
- *Zarrow Center for Learning Enrichment*, University of Oklahoma
- Wrightslaw: Topics by keyword
- South Bend Community School Corporation, Special Education Services Transition Assessments and Activities
- Office of Special Education and Rehabilitative Services, U.S. Department of Education, A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities

COURSE: Life Skills Development II
DOMAIN: Transition Planning/Community Participation
CONCEPT: Transition Planning

Standard	Performance Objectives
ALS.TP.3 Demonstrates knowledge of transition plan.	**ALS.TP.3.a** Identify targeted postsecondary outcomes in the domains of education, employment, and independent living. **ALS.TP.3.b** Identify the action steps required to attain postsecondary goals. **ALS.TP.3.c** Identify the functional capabilities and limitations identified in transition assessment.

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
ALS.TP.3.a (A) Identify targeted postsecondary outcomes in the domains of education, employment, and independent living.	**ALS.TP.3.a** (B) Categorize targeted postsecondary outcomes in transition plan as either education, employment, or independent living.	**ALS.TP.3.a** (C) Recognize available postsecondary education, employment, and independent living options.
ALS.TP.3.b (A) Identify the action steps required to attain postsecondary goals.	**ALS.TP.3.b** (B) Identify two or three action steps to attaining a postsecondary goal.	**ALS.TP.3.b** (C) Match action steps to postsecondary goals.
ALS.TP.3.c (A) Identify the functional capabilities and limitations identified in transition assessment.	**ALS.TP.3.c** (B) Identify functional capabilities and limitations identified in transition assessment (e.g., strengths, level of independence).	**ALS.TP.3.c** (C) Participate in transition assessment to identify functional capabilities and limitations.

COURSE: Life Skills Development II
DOMAIN: Transition Planning/Community Participation
CONCEPT: Transition Planning

Real-World Connections:	**Vocabulary:**	
- Planning for independent living - Deciding what postsecondary educational options are available	- Action steps - Capabilities - Diploma - Employment - Functional - Independent living - Limitations	- Options - Outcomes - Postsecondary - Target - Transition plan - Certifications

Resources:
- South Bend Community School Corporation, Special Education Services, Transition Assessments and Activities
  Office of Special Education and Rehabilitative Services, U.S. Department of Education, A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities
- *Preparing for more Independent Living,* 2015 Center for Independent Futures
- *Zarrow Center for Learning Enrichment*, University of Oklahoma.
- EdSurge: A New Curriculum Helps Students With Disabilities Transition to Life After High School

COURSE: Life Skills Development II
DOMAIN: Transition Planning/Community Participation
CONCEPT: Community Participation

Standard	Performance Objectives
ALS.TP.4 Demonstrates an awareness of the activities, events, and services available in their community (e.g., shopping, religious services, recreation programs, library, after-school programs).	**ALS.TP.4.a** Identify the activities, events, and services available in their community. **ALS.TP.4.b** Identify ways in which to find out about community activities, events, and services. **ALS.TP.4.c** Identify ways in which to access community activities, events, and services. **ALS.TP.4.d** Demonstrate an understanding of meaningful community participation and inclusion. **ALS.TP.4.e** Identify community resources aligned to individual interests.

I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
ALS.TP.4.a (A) Identify the activities, events, and services available in their community.	**ALS.TP.4.a** (B) Identify two or three examples of activities, events, and services available in the community (e.g., rehabilitation services, services provided by community colleges, entertainment, community service projects).	**ALS.TP.4.a** (C) Identify an example of an activity, event, or service available in the community (e.g., rehabilitation services, services provided by community colleges, entertainment, community service projects).
ALS.TP.4.b (A) Identify ways in which to find out about community activities, events, and services.	**ALS.TP.4.b** (B) Identify two or three sources of information about available community activities, events, and services (e.g., counselor, appropriate agencies, mentor).	**ALS.TP.4.b** (C) Identify a trusted mentor that can assist with identifying relevant community activities, events, and services (e.g., someone with similar challenges who can inspire community engagement based on their own lived experiences).
ALS.TP.4.c (A) Identify ways in which to access community activities, events, and services.	**ALS.TP.4.c** (B) Identify a community organization or agency that can assist with access to community activities, events, and services (e.g., transportation to a community center, availability of supports for disability needs).	**ALS.TP.4.c** (C) Identify a trusted mentor to assist with access to community activities, events, and services (e.g., transportation to a community center, availability of supports for disability needs).
ALS.TP.4.d (A) Demonstrate an understanding of meaningful community participation and inclusion.	**ALS.TP.4.d** (B) Identify two or three examples of meaningful community participation and inclusion (e.g., becoming empowered consumers, choosing to join groups with similar interests).	**ALS.TP.4.d** (C) Identify an examples of meaningful community participation and inclusion (e.g., becoming empowered consumers, choosing to join groups with similar interests).

COURSE: Life Skills Development II
DOMAIN: Transition Planning/Community Participation
CONCEPT: Community Participation

ALS.TP.4.e (A) Identify community resources aligned to individual interests.	ALS.TP.4.e (B) Match interests to community resources (e.g., cooking course, library, walking track, movie theater).	ALS.TP.4.e (C) Identify community resources aligned to individual interests (e.g., cooking course, library, walking track, movie theater).

Real World Connections:
- Being involved where possible in the thinking, planning, and implementation of ideas and services which meet goals and lifestyles
- Joining groups with others who share similar interests and where they feel like they can contribute and belong
- Visiting the public library
- Finding a church
- Finding a place to live
- Everyday interactions with others

Vocabulary:
- Abilities
- Community
- Community organization
- Community participation
- Community resources
- Decision-making
- Inclusion
- Meaningful
- Mentor

Resources:
- *I'm Determined* Toolbox for Self-Determination
- *Self Determination Assessment Tools,* ZCLE, University of Oklahoma
- *Preference Indicators,* ZCLE, University of Oklahoma
- National Disability Insurance Scheme, Community Participation in Action: A Resource Guide for Disability Resource Providers
- National Gateway to Self-determination: Resource Guide for Professionals
- Iris Center—Secondary Transition: Helping Students with Disabilities Plan for Post-High School Settings
- EdSurge: A New Curriculum Helps Students With Disabilities Transition to Life After High School
- South Bend Community School Corporation, Special Education Services, Transition Assessments and Activities
  Office of Special Education and Rehabilitative Services, U.S. Department of Education, A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities

APPENDIX A: Additional Resources

Other Life Skills Resources for Teaching Students with Significant Cognitive Disabilities

Resource	Description
National Technical Assistance Center on Transition (NTACT)	Evidenced-based and promising practices Requires creating a free account
	Evidence-Based Practices and Predictors
	Effective Practices Matrix
	Annotated Bibliography Research to Practice
	Lesson Plan Starters
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

References

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