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2020
Teacher Resource
Guide for
MS AAAS for the
Life Skills III & IV

Effective Date: 2020-2021 School Year



2020

Teacher Resource Guide for
MS AAAS for the
Life Skills III & IV

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The Standards

The different content strands in life skills combine to provide students with significant cognitive disabilities the skills they need to function as independently as possible in their homes and communities. The MS AAAS for Life Skills Development reflects current research on evidence-based practices, such as research conducted by the National Secondary Transition Technical Assistance Center (NSTTAC).

The following life-skills domains were identified as being the most significant in contributing to the successful, independent functioning of a student into adulthood: self-care/independent living, social and communication, self-determination, and transition planning/community participation. Skills in each of these areas will be developed as students progress through Life Skills Development courses I-IV.

Remaining Material in the Teacher Resource Guide

The remaining materials in the teacher resource guide (performance objectives, real world connections, vocabulary, and resources) were developed through a collaboration of Mississippi teachers, administrators, the Mississippi Department of Education (MDE) Office of Special Education staff, and the Mississippi State University Research and Curriculum Unit staff.

Introduction

The MDE is dedicated to student success, improving student achievement in life skills and establishing communication skills within a technological environment. The Mississippi Alternate Academic Achievement Standards provides a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The purpose of the Alternate Standards is to build a bridge from the content in the general education framework to academic expectations for students with the most significant cognitive disabilities. The standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills that students need for success in postsecondary settings.

Purpose

In an effort to closely align instruction for students with significant cognitive disabilities who are progressing toward postsecondary settings, the *MS AAAS for the Life Skills III & IV* includes course-specific standards for Life Skills. This document is designed to provide a resource for special education teachers with a basis for curriculum development and instructional delivery.

The *Teacher Resource Guide for MS AAAS for the Life Skills III & IV* 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

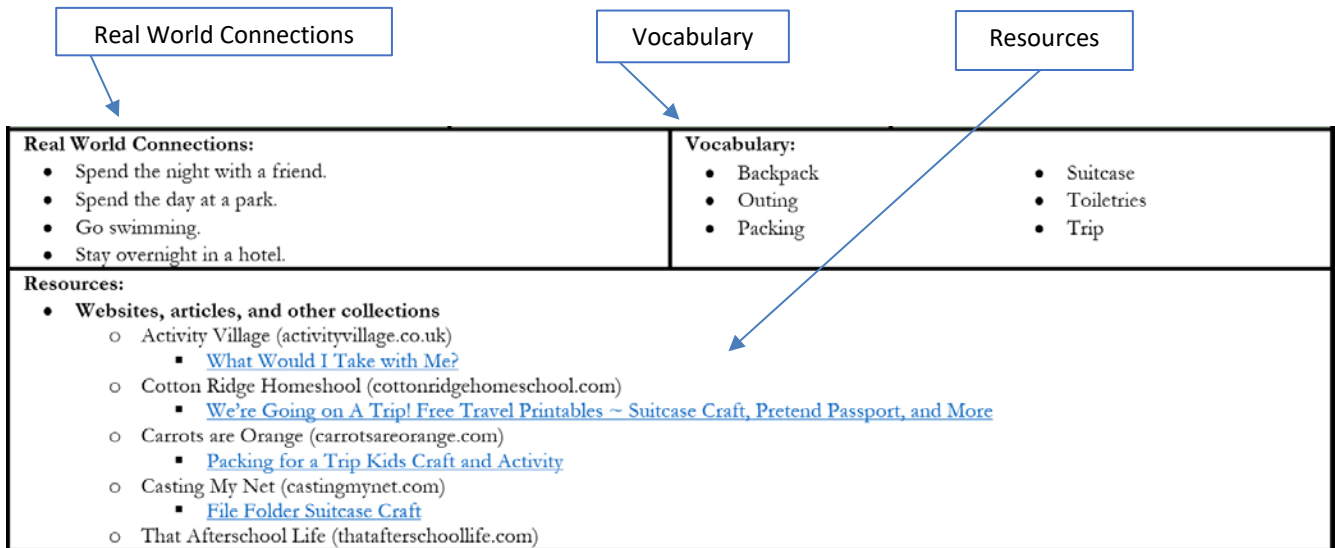
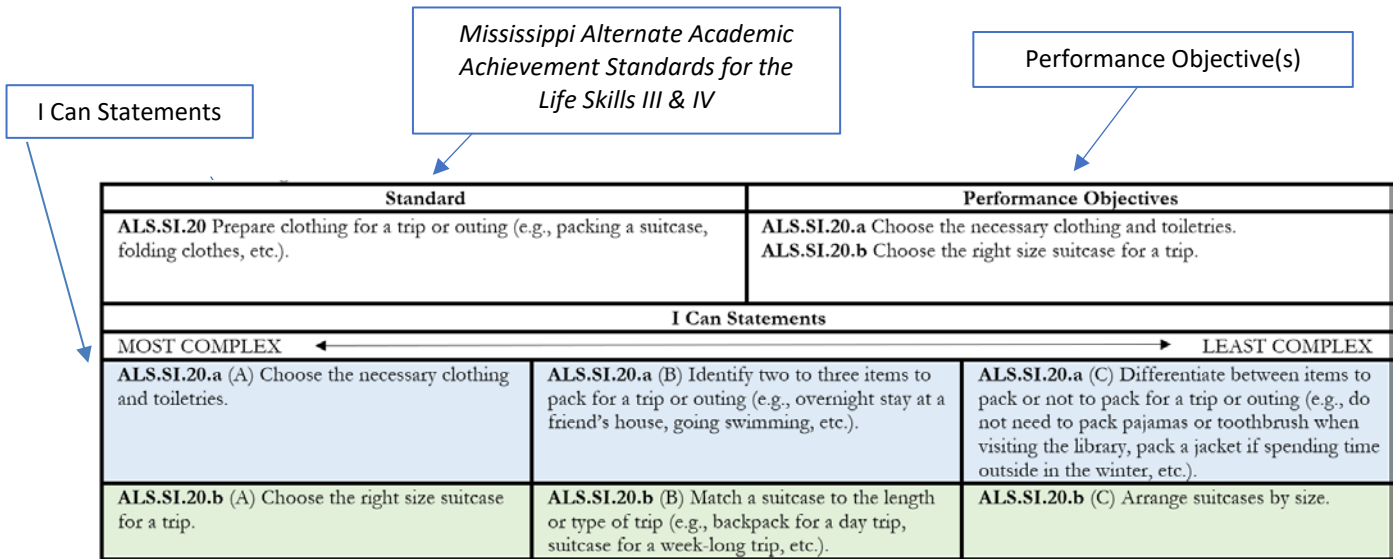
The MDE Office of Special Education aims to provide local districts, schools, and teachers supporting documents to construct standards-based instruction and lessons, allowing them to customize content and delivery methods to fit each student's needs. The teacher resource guide includes suggested resources, 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. There are many ways in which skills and concepts can be incorporated based on students' individual learning styles and needs. Professional development efforts are aligned to the *MS AAAS for the Life Skills III & IV* and delivered in accord with teacher resources to help expand expertise in delivering student-centered lessons.

Structure of the *Teacher Resource Guide for MS AAAS for the Life Skills III & IV*

The MS AAAS for the Life Skills III & IV is a general statement of what students with significant cognitive disabilities should know and be able to do because of instruction. This guide includes statements that describe in precise, measurable terms what learners will be able to do at the end of an instructional sequence; ways educators can link theory to real world activities; focused vocabulary banks; and additional teaching resources.

- **I Can Statement(s):** These statements include 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:** These items help 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 can 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:** These lists include difficult or unfamiliar words students need to know and understand.
- **Resources:** These resources include 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 MS AAAS for the Life Skills III & IV* (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 MS AAAS for the Life Skills III

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

Standard	Performance Objectives	
ALS.SI.18 Recognize appropriate and inappropriate grooming and hygiene habits (e.g., nail care, when a haircut is needed, etc.).	ALS.SI.18.a Identify articles of clothing that should be changed daily (e.g., underwear, socks, etc.). ALS.SI.18.b Demonstrate proper hair care according to hair type (e.g., how often to wash, when to moisturize, choosing a hairstyle, when to see a stylist or barber, etc.). ALS.SI.18.c Explain the importance of proper oral care (e.g., daily brushing, flossing, dental checkups, etc.). ALS.SI.18.d Tend to fingernails and toenails (e.g., use nail clippers, clean under nails, etc.).	
I Can Statements		
MOST COMPLEX ←	→ LEAST COMPLEX	
ALS.SI.18.a (A) Identify articles of clothing that should be changed daily (e.g., underwear, socks, etc.).	ALS.SI.18.a (B) Identify two to three articles of clothing that should be changed daily (e.g., underwear, socks, etc.).	ALS.SI.18.a (C) Identify an article of clothing that should be changed daily (e.g., underwear, socks, etc.).
ALS.SI.18.b (A) Demonstrate proper hair care according to hair type (e.g., how often to wash, when to moisturize, choosing a hairstyle, when to see a stylist or barber, etc.).	ALS.SI.18.b (B) Identify two indicators that hair needs grooming (e.g., hair is not clean, hair is tangled, hair is in eyes, etc.).	ALS.SI.18.b (C) Recognize when hair needs to be groomed (e.g., hair is not clean, hair is tangled, hair is in eyes, etc.).
ALS.SI.18.c (A) Explain the importance of proper oral care (e.g., daily brushing, flossing, dental checkups, etc.).	ALS.SI.18.c (B) Identify two healthy oral care habits (e.g., daily brushing, flossing, dental checkups, etc.).	ALS.SI.18.c (C) Identify a healthy oral care habit (e.g., daily brushing, flossing, dental checkups, etc.).
ALS.SI.18.d (A) Tend to fingernails and toenails (e.g., use nail clippers, clean under nails, etc.).	ALS.SI.18.d (B) Identify one to two indicators that fingernails or toenails require grooming (e.g., need trimming, dirt under nails, etc.).	ALS.SI.18.d (C) Identify an indicator that fingernails or toenails require grooming (e.g., need trimming, dirt under nails, etc.).
Real World Connections: <ul style="list-style-type: none"> • Prepare meals. • Purchase undergarments. • Try on shoes at the store. • Make a dental appointment for a toothache. • Properly groom for a job interview. 	Vocabulary: <ul style="list-style-type: none"> • Bad breath • Bangs • Barber • Bra • Brush • Hairstyle • Mouthwash • Oral • Salon • Shampoo 	

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

- Trim toenails so that shoes fit properly.

- Cavity
- Comb
- Conditioner
- Dentist
- Fingernail clippers
- Fingernails
- Floss
- Foot odor
- Hairdryer
- Sideburns
- Socks
- Stylist
- Tangle
- Toenail clippers
- Toenails
- Toothache
- Toothbrush
- Underwear

Resources:

- **Websites, articles, and other collections**

- EdHelper, Inc. (edHelper.com)
 - [Hygiene Theme Unit](#)
- National Network on Youth Transition for Behavioral Health | University of Wisconsin Whitewater (uww.edu)
 - [In-Vivo Teaching | Strategies for Teaching Relevant Skills to Transition-Age Youth and Young Adults](#)
- National Professional Development Center on Autism Spectrum Disorders (autismpdc.fpg.unc.edu)
 - [Evidence-Based Practice Brief: Video Modeling](#)
- PACER's National Parent Center on Transition and Employment (pacer.org)
 - [Skills for Independent Living: Personal Care Skills](#)
- Do 2 Learn Resources, Inc. (do2learn.com)
 - [Picture cards: tools to promote functional communication](#)
 - [Clothes Picture Cards](#)
 - [Personal Care Picture Cards](#)
 - [Reminder Strips](#)
- ThoughtCo.com
 - [Teaching the Functional Skill of Tooth Brushing](#)
- Kids Can Dream (kidscandream2.blogspot.com)
 - [Autism social stories, information and printables](#)
- Kiddy House for Teachers and Kids (kiddyhouse.com)
 - [Teeth Stuff for Kids and Teachers](#)
- Can Teach Elementary Resources (canteach.ca)

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

- [Teeth and Dental Health](#)
- A4: Assessing Achievement in Alternate Areas (thea4ideaplace.com)
 - [Grooming](#)
- Columbia Regional Program (crporegon.org)
 - [Ansell-Casey Life Skills Assessment](#)
- Perkins School for the Blind eLearning (perkinslearning.org)
 - [Integrated Skills—Laundry](#)
 - [Learning About Laundry](#)
 - [Putting Away Clothes](#)
- BrainPOP, Jr. (jr.brainpop.com)
 - [Teeth](#)
- BrainPOP (brainpop.com)
 - [Personal Hygiene](#)

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

Standard		Performance Objectives	
ALS.SI.19 Practice proper clothing maintenance (e.g., folding, hanging up, mending, etc.).		ALS.SI.19.a Fold clothing and sort into categories. ALS.SI.19.b Hang clothing on hangers. ALS.SI.19.c Recognize the need for basic clothing care and mending (e.g., ironing, reading labels, sewing on a button, using alternative mending methods like Liquid Stitch™, etc.).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ALS.SI.19.a (A) Fold clothing and sort into categories.	ALS.SI.19.a (B) Fold clothing and sort into categories.	ALS.SI.19.a (C) Fold clothing and sort into categories.	
ALS.SI.19.b (A) Hang clothing on hangers.	ALS.SI.19.b (B) Hang clothing on hangers.	ALS.SI.19.b (C) Hang clothing on hangers.	
ALS.SI.19.c (A) Recognize the need for basic clothing care and mending (e.g., ironing, reading labels, sewing on a button, using alternative mending methods like Liquid Stitch™, etc.).	ALS.SI.19.c (B) Recognize the need for basic clothing care and mending (e.g., ironing, reading labels, sewing on a button, using alternative mending methods like Liquid Stitch™, etc.).	ALS.SI.19.c (C) Recognize the need for basic clothing care and mending (e.g., ironing, reading labels, sewing on a button, using alternative mending methods like Liquid Stitch™, etc.).	
Real World Connections: <ul style="list-style-type: none"> • Launder and put away items of clothing. • Work in a clothing store. • Hem a pair of pants. • Sew on a button. 		Vocabulary: <ul style="list-style-type: none"> • Button • Closet • Clothing • Drawer • Fold • Hanger • Hem • Iron • Ironing board • Label • Laundry basket • Mend • Needle • Sort • Thread • Wrinkle • Zipper 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Practical Autism Resources (practicalautismresources.com) <ul style="list-style-type: none"> ▪ Printables ▪ Noun-Noun Associations Activity 			

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

- **Videos**

- Howcast Media, Inc. (howcast.com)
 - [Folding Laundry](#)
 - [How to Thread a Needle by Hand](#)
 - [How to Hem Pants](#)
- YouTube by Universal Furniture – Explore Home
 - [How to Fold a Shirt Using a Folding Board](#)
- Scott Center for Autism Treatment at Florida Tech (thescottcenter.org)
 - [Brushing Hair](#)
 - [Teeth Brushing](#)

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

Standard	Performance Objectives	
ALS.SI.20 Prepare clothing for a trip or outing (e.g., packing a suitcase, folding clothes, etc.).	ALS.SI.20.a Choose the necessary clothing and toiletries. ALS.SI.20.b Choose the right size suitcase for a trip.	
I Can Statements		
MOST COMPLEX ←————→ LEAST COMPLEX		
ALS.SI.20.a (A) Choose the necessary clothing and toiletries.	ALS.SI.20.a (B) Identify two to three items to pack for a trip or outing (e.g., overnight stay at a friend’s house, going swimming, etc.).	ALS.SI.20.a (C) Differentiate between items to pack or not to pack for a trip or outing (e.g., do not need to pack pajamas or toothbrush when visiting the library, pack a jacket if spending time outside in the winter, etc.).
ALS.SI.20.b (A) Choose the right size suitcase for a trip.	ALS.SI.20.b (B) Match a suitcase to the length or type of trip (e.g., backpack for a day trip, suitcase for a week-long trip, etc.).	ALS.SI.20.b (C) Arrange suitcases by size.
Real World Connections: <ul style="list-style-type: none"> • Spend the night with a friend. • Spend the day at a park. • Go swimming. • Stay overnight in a hotel. 	Vocabulary: <ul style="list-style-type: none"> • Backpack • Outing • Packing • Suitcase • Toiletries • Trip 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Activity Village (activityvillage.co.uk) <ul style="list-style-type: none"> ▪ What Would I Take with Me? ○ Cotton Ridge Homeschool (cottonridgehomeschool.com) <ul style="list-style-type: none"> ▪ We’re Going on A Trip! Free Travel Printables ~ Suitcase Craft, Pretend Passport, and More ○ Carrots are Orange (carrotsareorange.com) <ul style="list-style-type: none"> ▪ Packing for a Trip Kids Craft and Activity ○ Casting My Net (castingmynet.com) <ul style="list-style-type: none"> ▪ File Folder Suitcase Craft ○ That Afterschool Life (thatafterschoollife.com) 		

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

- [Pack Your Suitcase: Free Printable Activities for Young Kids](#)
- ColorID, LLC (colorid.com)
 - [Identification: ColorID supplies for all major brands of ID Printers, Ribbons, Cards, and Readers](#)
- Digit-Eyes, LLC (digit-eyes.com)
 - [Digit-Eyes: a unique iPhone app that enables people who are visually impaired or who have problems reading to identify items using their iPhone, iPod or iPad](#)
- Be My Eyes (bemyeyes.com)
 - [Be My Eyes: a free app that connects blind and low-vision people with sighted volunteers and company representatives for visual assistance through a live video call](#)

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

Standard		Performance Objectives	
ALS.SI.21 Perform tasks associated with planning a meal.		ALS.SI.21.a Determine the ingredients needed to prepare various dishes (e.g., find the ingredients in a recipe, make a list, calculate proportions, etc.). ALS.SI.21.b Identify the tasks involved in planning a meal (e.g., find a recipe, determine the number of servings, determine dietary restrictions, purchase ingredients, thaw frozen foods, etc.). ALS.SI.21.c Determine the kitchen supplies needed to prepare a meal according to a recipe (e.g., mixing spoons, bowls, measuring cups and spoons, etc.).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ALS.SI.21.a (A) Determine the ingredients needed to prepare various dishes (e.g., find the ingredients on a recipe, make a list, calculate proportions, etc.).	ALS.SI.21.a (B) Create a shopping list based on the necessary ingredients needed for a recipe.	ALS.SI.21.a (C) Identify the list of ingredients in a recipe (i.e., when given a recipe, can point out the list of ingredients).	
ALS.SI.21.b (A) Identify the tasks involved in planning a meal (e.g., find a recipe, determine the number of servings, determine dietary restrictions, purchase ingredients, thaw frozen foods, etc.).	ALS.SI.21.b (B) Determine dietary restrictions, food preferences, and/or number of servings for a group of at least three people (e.g., identify food allergies of family members before selecting a recipe, locate the serving suggestions on a food label, etc.).	ALS.SI.21.b (C) Select dishes for a meal based on dietary restrictions and/or food preferences (e.g., choose a dish or item from each food group to plan a meal, locate the serving suggestions on a food label, etc.).	
ALS.SI.21.c (A) Determine the kitchen supplies needed to prepare a meal according to a recipe (e.g., mixing spoons, bowls, measuring cups and spoons, etc.).	ALS.SI.21.c (B) Identify three to four items needed to prepare a given recipe (e.g., using pictures or actual items, select a spatula and skillet to make pancakes; to prepare a can of soup, select a can opener and saucepan; etc.).	ALS.SI.21.c (C) Identify one to two items needed to prepare a given recipe (e.g., using pictures or actual items, select a spatula and skillet to make pancakes; to prepare a can of soup, select a can opener and saucepan; etc.).	
Real World Connections: <ul style="list-style-type: none"> • Shop for groceries. • Plan meals based on dietary restrictions. • Strengthen communication, organization, problem-solving, and 		Vocabulary: <ul style="list-style-type: none"> <li style="width: 50%;">• Bowls <li style="width: 50%;">• Recipe <li style="width: 50%;">• Can opener <li style="width: 50%;">• Saucepan <li style="width: 50%;">• Dietary restrictions <li style="width: 50%;">• Shopping list 	

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

planning skills.

- Create a routine that can be followed in future living situations.
- Maintain a healthy lifestyle.

- Ingredients
- Measuring cups
- Measuring spoons
- Mixing spoons
- Skillet
- Spatula
- Thaw

Resources:

- **Websites, articles, and other collections**

- EdHelper, Inc. (edHelper.com)
 - [Recipes: Activities, Worksheets, Printables, and Lesson Plans](#)
- Kids Health from Nemours (kidshealth.org)
 - [How to Read a Recipe](#)
- GCF Goodwill Community Foundation, Inc. (edu.gcfglobal.org)
 - [Everyday Life Skills](#)
- Kansas State University (ksre.k-state.edu)
 - [Free downloadable food budgeting and grocery shopping lesson plans and other online resources for children, youth, teens, and adults](#)
- Autism Classroom (autismclassroomresources.com)
 - [The Tools You Need to Teach Grocery Shopping](#)
 - [Cooking in the Classroom: Resources for Planning Effective Instruction](#)

- **Videos**

- The Scott Center for Autism Treatment at Florida Tech (thescottcenter.org)
 - [Preparing a Snack](#)
 - [Meal Planning](#)

Standard	Performance Objectives	
<p>ALS.SI.22 Adapt behavior to a variety of restaurant settings (e.g., who refills a drink, who cleans off the table, pay at the counter or the table, etc.).</p>	<p>ALS.SI.22.a Distinguish between self-serve and full-service dining. ALS.SI.22.b Demonstrate how to properly clear the table at a self-service restaurant (e.g., put trash on the tray, dump the trash into the trash can, and place the tray in the appropriate location, etc.). ALS.SI.22.c Differentiate between proper and improper ways to interact with a server. ALS.SI.22.d Identify the proper procedure when dining is complete at a full-service restaurant (e.g., signal for the check; how to leave dishes, flatware, and a napkin on the table; the importance of not leaving a big mess; tipping).</p>	
I Can Statements		
MOST COMPLEX ←	→ LEAST COMPLEX	
<p>ALS.SI.22.a (A) Distinguish between self-serve and full-service dining.</p>	<p>ALS.SI.22.a (B) Identify two to three common characteristics of self-service and/or full-service dining (e.g., at a full-service restaurant, the server typically refills drinks and at a self-serve restaurant, diners fill their own drinks).</p>	<p>ALS.SI.22.a (C) Identify a common characteristic of self-service and/or full-service dining (e.g., a waiter taking your order and serving you at your table is typical of a full-service restaurant).</p>
<p>ALS.SI.22.b (A) Demonstrate how to properly clear the table at a self-service restaurant (e.g., put trash on the tray, dump the trash into the trash can, and place the tray in the appropriate location, etc.).</p>	<p>ALS.SI.22.b (B) Identify one to two tasks associated with clearing the table at a self-service restaurant (e.g., put trash on the tray, dump the trash into the trash can, and place the tray in the appropriate location, etc.).</p>	<p>ALS.SI.22.b (C) Identify a task associated with clearing the table at a self-service restaurant (e.g., put trash on the tray, dump the trash into the trash can, and place the tray in the appropriate location, etc.).</p>
<p>ALS.SI.22.c (A) Differentiate between proper and improper ways to interact with a server.</p>	<p>ALS.SI.22.c (B) Identify a proper way to interact with a server (e.g., thank them for refilling your beverage, etc.).</p>	<p>ALS.SI.22.c (C) Identify the server from pictures of restaurant workers.</p>
<p>ALS.SI.22.d (A) Identify the proper procedure when dining is complete at a full-service restaurant (e.g., signal for the check; how to leave dishes, flatware, and a napkin on the table; the importance of not leaving a big mess; tipping).</p>	<p>ALS.SI.22.d (B) Identify one to two procedures to perform when dining is complete at a full-service restaurant (e.g., signal for the check; how to leave dishes, flatware, and a napkin on the table; the importance of not leaving a big mess; tipping).</p>	<p>ALS.SI.22.d (C) Identify a procedure to perform when dining is complete at a full-service restaurant (e.g., signal for the check; how to leave dishes, flatware, and a napkin on the table; the importance of not leaving a big mess; tipping).</p>

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

Real World Connections:

- Dine in a restaurant.
- Work as a server.
- Pay for a meal.
- Practice buffet etiquette.

Vocabulary:

- Buffet
- Check
- Clear
- Flatware
- Full-service restaurant
- Menu
- Napkin
- Order
- Self-service restaurant
- Server
- Tipping
- Tray

Resources:

• **Websites, articles, and other collections**

- Lanternfish ESL (bogglesworldesl.com)
 - [Restaurant Role-Play Waiter Sheet](#)
- Empowered by Them (empoweredbythem.blogspot.com)
 - [Restaurant Etiquette](#)
- Broward Education Foundation (browardedfoundation.org)
 - [Let's Do Lunch: IMPACT II program](#)
- ColorID, LLC (colorid.com)
 - [Identification: ColorID supplies for all major brands of ID Printers, Ribbons, Cards, and Readers](#)
- Digit-Eyes, LLC (digit-eyes.com)
 - [Digit-Eyes: a unique iPhone app that enables people who are visually-impaired or who have problems reading to identify items using their iPhone, iPod or iPad](#)
- Be My Eyes (bemyeyes.com)
 - [Be My Eyes: a free app that connects blind and low-vision people with sighted volunteers and company representatives for visual assistance through a live video call](#)

COURSE: Life Skills Development III
 DOMAIN: Self Care/Independent Living
 CONCEPT: Housekeeping

Standard		Performance Objectives	
ALS.SI.23 Maintain a housekeeping routine.		<p>ALS.SI.23.a Identify common household cleaning products and when to replenish.</p> <p>ALS.SI.23.b Use common household cleaning products safely and appropriately.</p> <p>ALS.SI.23.c Replace cleaning supplies when needed (e.g., dishwashing liquid, window cleaner, paper towels, etc.).</p> <p>ALS.SI.23.d Clean a refrigerator and freezer.</p> <p>ALS.SI.23.e Change bedding.</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ALS.SI.23.a (A) Identify common household cleaning products and when to replenish.	ALS.SI.23.a (B) Identify two to three household products that are used on a regular basis (e.g., dishwashing liquid is used daily so it should be replenished often, etc.).	ALS.SI.23.a (C) Identify a household product that is used on a regular basis (e.g., dishwashing detergent is used daily so it should be replenished often, etc.).	
ALS.SI.23.b (A) Use common household cleaning products safely and appropriately.	ALS.SI.23.b (B) Demonstrate two to three ways to handle household cleaning products safely and appropriately (e.g., use gloves when handling harsh cleaning products, etc.).	ALS.SI.23.b (C) Select proper ways to handle household cleaning products safely and appropriately (e.g., point to picture cards of people using household products safely and appropriately, etc.).	
ALS.SI.23.c (A) Replace cleaning supplies when needed (e.g., dishwashing liquid, window cleaner, paper towels, etc.).	ALS.SI.23.c (B) Identify two to three cleaning supplies that need to be replenished on a regular basis (e.g., dishwashing liquid, window cleaner, paper towels, etc.).	ALS.SI.23.c (C) Select cleaning supplies that need to be replenished (e.g., show a picture of a bottle of full dishwasher liquid and almost empty bottle of dishwasher liquid, etc.).	
ALS.SI.23.d (A) Clean a refrigerator and freezer.	ALS.SI.23.d (B) Identify two to three indicators that a refrigerator and/or freezer needs to be cleaned (e.g., old or molded leftovers, bad odors coming from a food source, food has expired, etc.).	ALS.SI.23.d (C) Differentiate between a refrigerator or freezer that is clean and one that needs to be cleaned (e.g., from pictures and/or bad odors, select the refrigerator or freezer that is organized and appears clean and the one that is unorganized and appears dirty.).	
ALS.SI.23.e (A) Change bedding.	ALS.SI.23.e (B) Identify bedding items that need changing (e.g., sheet, pillowcase,	ALS.SI.23.e (C) Select one to two bedding items (e.g., show pictures of items such as a	

COURSE: Life Skills Development III
 DOMAIN: Self Care/Independent Living
 CONCEPT: Housekeeping

		comforter, etc.).	pillowcase, sheet, coverlet, etc.).
Real World Connections: <ul style="list-style-type: none"> • Live independently. • Change bedding in the appropriate order. • Clean out a refrigerator. • Clean the house. 		Vocabulary: <ul style="list-style-type: none"> • Bedding sizes • Comforter • Dishwashing detergent • Fitted sheet • Flat sheet • Freezer • Pillowcase • Refrigerator • Window cleaner 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ ESL Flow (eslflow.com) <ul style="list-style-type: none"> ▪ Intermediate Lesson Topics for English Language Learners ○ Adapting for Autism, Inc. (adaptingforautism.com) <ul style="list-style-type: none"> ▪ Life Skills Activities for Teaching Cleaning and Chores ○ Household Management 101 (household-management-101.com) <ul style="list-style-type: none"> ▪ Household Management 101: A How-To Guide ○ Verywell Family (verywellfamily.com) <ul style="list-style-type: none"> ▪ Backward Chaining for Special-Needs Children ▪ Tools for Teaching Life Skills to Children with Special Needs ○ Education Service Center, Region 2 (esc2.net) <ul style="list-style-type: none"> ▪ Vocational: Housekeeping ○ University of Florida CEEDAR Center (cedar.education.ufl.edu) <ul style="list-style-type: none"> ▪ Evidence-Based Practices for Students with Severe Disabilities ○ EdHelper, Inc. (edHelper.com) <ul style="list-style-type: none"> ▪ Life Skills Worksheets ○ Care.com <ul style="list-style-type: none"> ▪ The Ultimate Household Chore List ▪ The 9 Dirtiest Places in Your House ▪ House Cleaner Checklist: A Room-by-Room Guide 			

COURSE: Life Skills Development III
 DOMAIN: Self Care/Independent Living
 CONCEPT: General Shopping

Standard		Performance Objectives	
ALS.SI.24 Perform tasks associated with general shopping (e.g., using vending machines, where to purchase items, locating items in different areas of the store, how to request assistance from a salesperson when needed).		ALS.SI.24.a Identify methods for saving money (e.g., a sales flyer, paper coupons, digital coupons, etc.). ALS.SI.24.b Identify where to locate items for purchase (e.g., stores, departments, online, vending machines, etc.). ALS.SI.24.c Locate prices on the store aisle and/or on the item. ALS.SI.24.d Identify and request assistance from a salesperson when needed.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ALS.SI.24.a (A) Identify methods for saving money (e.g., a sales flyer, paper coupons, digital coupons, etc.).	ALS.SI.24.a (B) Identify two to three methods for saving money (e.g., a sales flyer, paper coupons, digital coupons, etc.).	ALS.SI.24.a (C) Identify a method for saving money (e.g., a sales flyer, paper coupons, digital coupons, etc.).	
ALS.SI.24.b (A) Identify where to locate items for purchase (e.g., stores, departments, online, vending machines, etc.).	ALS.SI.24.b (B) Identify two to three methods for purchasing items (e.g., stores, departments, online, vending machines, etc.).	ALS.SI.24.b (C) Select appropriate areas to purchase items (e.g., when shown pictures of various aisles in a store, can select the aisle that contains the items the student wants to purchase, etc.).	
ALS.SI.24.c (A) Locate prices on the store aisle and/or on the item.	ALS.SI.24.c (B) Identify one to two ways to find the price of an item (e.g., on the shelf, on the item, ask a store clerk, use the in-store price scanners, etc.).	ALS.SI.24.c (C) Match items on a sales flyer to items on a store shelf (e.g., in a real or simulated environment, have students point out items on a shelf that match items on a sales flyer, etc.).	
ALS.SI.24.d (A) Identify and request assistance from a salesperson when needed.	ALS.SI.24.d (B) Identify two ways to get assistance in a store (e.g., ask a salesperson, go to the customer service desk, etc.).	ALS.SI.24.d (C) Identify a way to get assistance in a store (e.g., ask a salesperson, go to the customer service desk, etc.).	
Real World Connections: <ul style="list-style-type: none"> • Shop for clothes. • Shop for groceries. • Collect coupons. 		Vocabulary: <ul style="list-style-type: none"> • Buy one, get one • Coupon • Customer service • Digital • Sales flyer • Salesperson 	
Resources:			

COURSE: Life Skills Development III
DOMAIN: Self Care/Independent Living
CONCEPT: General Shopping

- **Websites, articles, and other collections**

- Laura Candler's Teaching Resources (lauracandler.com)
 - [Using Grocery Flyers to Practice Math Skills](#)
- LookTel.com
 - [Money reader app to identify currency for visually impaired](#)
- Autism Classroom (autismclassroomresources.com)
 - [The Tools You Need to Teach Grocery Shopping Life Skills](#)
- Money Instructor (moneyinstructor.com)
 - [Math for Grocery Shopping](#)
- Alpha School (alphaschool.com)
 - [Let's Go Shopping! Special Education Grocery Shopping](#)
- Breezy Special Ed Life Skill Resources (breezyspecial.com)
 - [Grocery Shopping in the Classroom](#)
- Kansas State University (ksre.k-state.edu)
 - [Free downloadable food budgeting and grocery shopping lesson plans and other online resources for children, youth, teens and adults](#)
- Internet 4 Classrooms (internet4classrooms.com)
 - [Life Skills Links](#)

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

Standard		Performance Objectives	
ALS.SI.25 Perform tasks associated with basic home maintenance.		<p>ALS.SI.25.a Demonstrate the appropriate use of common tools and devices (e.g., using a hammer, selecting the appropriate screwdriver, tightening a screw, etc.).</p> <p>ALS.SI.25.b Identify maintenance problems that occur frequently in the home (e.g., a leaking faucet, a frayed electrical cord, etc.).</p> <p>ALS.SI.25.c Demonstrate how to contact a repair person.</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ALS.SI.25.a (A) Demonstrate the appropriate use of common tools and devices (e.g., using a hammer, selecting the appropriate screwdriver, tightening a screw, etc.).	ALS.SI.25.a (B) Match two to three common tools to their uses for basic home maintenance (e.g., match a picture of a hammer to a picture of a nail or picture of someone using a hammer, etc.).	ALS.SI.25.a (C) Match a common tool to its use for basic home maintenance (e.g., match a picture of a hammer to a picture of a nail or picture of someone using a hammer, etc.).	
ALS.SI.25.b (A) Identify maintenance problems that occur frequently in the home (e.g., a leaking faucet, a frayed electrical cord, etc.).	ALS.SI.25.b (B) Identify two maintenance problems that occur frequently in the home (e.g., a leaking faucet, a frayed electrical cord, etc.).	ALS.SI.25.b (C) Identify a maintenance problem in the home that needs to be addressed (e.g., a leaking faucet, a frayed electrical cord, etc.).	
ALS.SI.25.c (A) Demonstrate how to contact a repair person.	ALS.SI.25.c (B) Match two to three home maintenance issues to the appropriate repairperson (e.g., match a leaky faucet to a plumber, a frayed electrical cord to an electrician, etc.).	ALS.SI.25.c (C) Match a home maintenance issue to the appropriate repairperson (e.g., match a leaky faucet to a plumber, a frayed electrical cord to an electrician, etc.).	
Real World Connections: <ul style="list-style-type: none"> • Hang a picture. • Call a repairperson to fix a leaky faucet. • Identify when to replace electrical cords, light bulbs, or other household items. 		Vocabulary: <ul style="list-style-type: none"> • Drain • Electrical cord • Electrician • Faucet • Garbage disposal • Hammer • Light bulb • Outlet • Plumber • Plunger • Repairperson • Sink • Sink plug/stopper • Toilet 	

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

- Light switch
- Maintenance
- Tools

Resources:

- **Websites, articles, and other collections**

- Lesson Plan Starters by Paula Bliss (paulabliss.com)
 - [Special Education Resources | Life Skills Instruction](#)
- National Technical Assistance Center on Transition (transitionta.org)
 - [Using Response Prompting to Teach Home Maintenance Skills](#)
- Household Management 101 (household-management-101.com)
 - [Household Management 101: A How-To Guide](#)
- Move, Inc. (realtor.com)
 - [8 Home Maintenance Skills Every Homeowner Should Master](#)
- Puget Sound Educational Service District (ocali.org)
 - [PreK-12 Life Skills Curriculum Guide](#)
- Home Advisor, Inc. (homeadvisor.com)
 - [Fix-It 101: The Fix-It Literacy Guide](#)
- Consumers' Checkbook (checkbook.org)
 - [Yearlong Plan on How to Keep Your Home from Falling Apart](#)
- Starts at Eight (startsateight.com)
 - [Life Skills as High School Electives: Basic Household Repairs for Teens](#)
- Brookes Publishing (archive.brookespublishing.com)
 - [Free downloadable pictures from *Self-Directed Employment: A Handbook for Transition Teachers and Employment Specialists*](#)

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

Standard		Performance Objectives	
ALS.SI.26 Use a calendar for planning and scheduling.		ALS.SI.26.a Use a calendar to name various events throughout the year (e.g., seasons, holidays, birthdays, etc.). ALS.SI.26.b Relate the present day of the week, month, date, and year on a monthly calendar. ALS.SI.26.c Demonstrate an understanding of time concepts (e.g., before, after, yesterday, today, tomorrow, etc.).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ALS.SI.26.a (A) Use a calendar to name various events throughout the year (e.g., seasons, holidays, birthdays, etc.).	ALS.SI.26.a (B) Use a calendar to name the month that two to three major holidays occur throughout the year (e.g., Fourth of July, Hanukkah, Christmas, etc.).	ALS.SI.26.a (C) Use a calendar to point out days on which events are scheduled (e.g., recognize that writing on a day on a calendar may indicate that an event is scheduled for that day).	
ALS.SI.26.b (A) Relate the present day of the week, month, date, and year on a monthly calendar.	ALS.SI.26.b (B) Locate the current year, month, and day of the week for a given date on a monthly calendar (i.e., when given a date, the student will point to the location on the calendar that displays the year, the month, and the day of the week).	ALS.SI.26.b (C) Select either the current year, month, or day of the week for a given date on a monthly calendar (i.e., when given a date, the student will point to the location on the calendar that displays the year, the month, and/or the day of the week).	
ALS.SI.26.c (A) Demonstrate an understanding of time concepts (e.g., before, after, yesterday, today, tomorrow, etc.).	ALS.SI.26.c (B) Sequence three to five steps, events, or pictures in the order in which they occur (e.g., create a timeline of events).	ALS.SI.26.c (C) Identify events that happen either before or after a given event or circumstance (e.g., create a shopping list before going to the grocery store, etc.).	
Real World Connections: <ul style="list-style-type: none"> • Schedule appointments. • Keep track of birthdays. • Plan for holidays. 		Vocabulary: <ul style="list-style-type: none"> • Appointment • Current • Days of the week • Early • Holiday • Late • Months of the year • On time • Schedule • Today • Tomorrow • Year • Yesterday 	

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

Resources:

- **Websites, articles, and other collections**

- We Have Kids (wehavekids.com)
 - [Teaching Calendar Skills to Special-Needs Kids](#)
- Breezy Special Ed (breezyspecial.com)
 - [Calendar Skills \(Days of The Week and Months\) File Folders](#)
- Graduation and Outcomes for Success (osymigrant.org)
 - [Basic Life Skills Lessons—Calendar Skills](#)
- The Autism Helper, Inc. (theautismhelper.com)
 - [How to Teach Schedule Use](#)
- Frederick County Public Schools, Maryland (education.fcps.org)
 - [Visual Tools to Support Behavior, Self-Regulation, and Independence | SEIA Symposium](#)

- **Videos**

- YouTube by Stephanie DeLussey - Mrs. D's Corner
 - [Morning Calendar Routine in a Self-Contained Classroom](#)

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

Standard		Performance Objectives	
ALS.SI.27 Utilize financial resources and services (e.g., checking accounts, savings accounts, ABLE savings accounts for people with disabilities, etc.).		ALS.SI.27.a Differentiate between wants and needs. ALS.SI.27.b Identify the purpose of a monthly budget based on income and expenses. ALS.SI.27.c Identify various methods for paying bills (e.g., online, mail, in person, automated bills, etc.). ALS.SI.27.d Identify the procedure for setting up a bank account.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ALS.SI.27.a (A) Differentiate between wants and needs.	ALS.SI.27.a (B) Identify two to three wants or needs (e.g., sort pictures/items into wants or needs, etc.).	ALS.SI.27.a (C) Identify a want or a need (e.g., show pictures of a house or a toy, etc.).	
ALS.SI.27.b (A) Identify the purpose of a monthly budget based on income and expenses.	ALS.SI.27.b (B) Identify two to three expenses to include in a monthly budget (e.g., cell phone bill, food, etc.).	ALS.SI.27.b (C) Identify an expense to include in a monthly budget (e.g., cell phone bill, food, etc.).	
ALS.SI.27.c (A) Identify various methods for paying bills (e.g., online, mail, in person, automated bills, etc.).	ALS.SI.27.c (B) Identify two to three methods for paying bills (e.g., online, mail, in person, automated bills, etc.).	ALS.SI.27.c (C) Identify a method for paying bills (e.g., online, mail, in person, automated bills, etc.).	
ALS.SI.27.d (A) Identify the procedure for setting up a bank account.	ALS.SI.27.d (B) Identify the initial procedure for setting up a bank account (e.g., create an appointment with a bank teller, bring appropriate information to create an account, etc.).	ALS.SI.27.d (C) Identify a reason for setting up a bank account (e.g., keeps money safe, can write checks to mail bill payments, etc.).	
Real World Connections: <ul style="list-style-type: none"> • Set up a checking account. • Cash a check. • Deposit money. 		Vocabulary: <ul style="list-style-type: none"> • Automated • Bank • Bank teller • Bills • Budget • Check • Expenses • Identification card • Income • Need • Savings • Social Security card • Want 	

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

Resources:

• **Websites, articles, and other collections**

- Special Needs Resource Blog (specialneedsresourceblog.com)
 - [Free Lesson Plans that Teach Money Skills](#)
- Laura Candler's Teaching Resources (lauracandler.com)
 - [Using Grocery Flyers to Practice Math Skills](#)
- Parenting Special Needs (parentingspecialneeds.org)
 - [Teaching Financial Independence: The Building Blocks of Financial Literacy](#)
- Friendship Circle Virtual (friendshipcircle.org)
 - [5 Ways to Teach Money Management to Older Children with Special Needs](#)
- National Education Association (nea.org)
 - [Resources for Teaching Financial Literacy](#)
- U.S. Department of Labor (dol.gov)
 - [Financial Literacy for Youth with Disabilities](#)
- ABCs of Life Skills (lifeskills.endlex.com)
 - [Money Management Skills – Managing your Economics](#)
- VISA Practical Money Skills (practicalmoneyskills.com)
 - [Using Banking Services – Teacher Guide](#)
 - [Using Banking Services – Student Guide](#)
 - [Lessons: Special Needs](#)

COURSE: Life Skills Development III
 DOMAIN: Social and Communication
 CONCEPT: Self-Management

Standard		Performance Objectives	
ALS.SC.7 Practice coping skills for managing life events.		<p>ALS.SC.7.a Demonstrate how to apply coping strategies to manage grief and anger (e.g., talking with a friend or trusted adult, doing or creating something to honor the memory of a pet or person that has died, attending a funeral, etc.).</p> <p>ALS.SC.7.b Practice techniques for managing stress (e.g., talking with friends or trusted adults, physical activity, listening to music, deep breathing, etc.).</p> <p>ALS.SC.7.c Differentiate between situations requiring peer support and situations requiring adult professional help.</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ALS.SC.7.a (A) Demonstrate how to apply coping strategies to manage grief and anger (e.g., talking with a friend or trusted adult, doing or creating something to honor the memory of a pet or person that has died, attending a funeral, etc.).	ALS.SC.7.a (B) Identify two to three coping skills used to deal with grief and anger (e.g., labeling feelings, breathing exercises, asking for help, etc.).	ALS.SC.7.a (C) Identify one to two life events that may cause grief and/or anger (e.g., social stories representing grief and anger, etc.).	
ALS.SC.7.b (A) Practice techniques for managing stress (e.g., talking with friends or trusted adults, physical activity, listening to music, deep breathing, etc.).	ALS.SC.7.b (B) Identify two to three techniques for managing stress (e.g., talking with friends or trusted adults, physical activity, listening to music, deep breathing, etc.).	ALS.SC.7.b (C) Identify one to two life events that cause stress (e.g., social stories representing stressful situations, etc.).	
ALS.SC.7.c (A) Differentiate between situations requiring peer support and situations requiring adult professional help.	ALS.SC.7.c (B) Identify two to three situations requiring either peer support or professional help (e.g., peer support is appropriate for a homework issue, professional support may be necessary to deal with depression, etc.).	ALS.SC.7.c (C) Identify one to two trusted individuals to rely on when dealing with situations that require support (e.g., a peer can provide support for a homework issue, a guardian or teacher to determine if professional support is necessary to deal with a situation, etc.).	
Real World Connections:		Vocabulary:	

COURSE: Life Skills Development III
DOMAIN: Social and Communication
CONCEPT: Self-Management

- Deal with the death of a loved one or pet.
- Practice stress management while doing non-preferred tasks (e.g., challenging assignments, chores, etc.).
- Deal with disappointment (e.g., not getting a job, a friend canceling plans, etc.)

- Anger
- Cope
- Depression
- Disappointment
- Grief

- Non-preferred tasks
- Peer support
- Stress
- Stress management
- Support

Resources:

• **Websites, articles, and other collections**

- Coping Skills for Kids (copyingskillsforkids.com)
 - [A Child Therapist's Favorite Resources for Calming Anxiety in Children](#)
- The Helpful Counselor (thehelpfulcounselor.com)
 - [18 Coping Skills: Strategies for Children and Teens](#)
- TransformEd (transformingeducation.org)
 - [Self-Management Toolkit](#)
- PBS Education (pbslearningmedia.org)
 - [Social and Emotional Development](#)
- Baldwin County (Alabama) Public Schools (bcbe.org)
 - [The Coping Skills Toolbox](#)
- Little's Life and Laughter Blog (littleslifeandlaughter.com)
 - [Coping Skills Cards](#)
- Teacher Vision (teachervision.com)
 - [Special Needs](#)
- Verywell Family (verywellfamily.com)
 - [15 Coping Strategies for Kids: Simple skills can help kids embrace their emotions](#)
- Verywell Mind (verywellmind.com)
 - [Healthy Coping Skills for Uncomfortable: Emotion-focused and problem-focused strategies](#)

• **Videos**

- YouTube by Netflix Jr
 - ["Emotions" – StoryBots Super Songs Episode 8](#)
- YouTube by Rekha Magon
 - [Mindful Ozzy Introduces Mindfulness \(Pre-K to Grade 2\)](#)
- YouTube by NHS Our Mental Health Space – Sussex Partnership NHS Foundation Trust
 - [A to Z of Coping Strategies](#)

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

Standard		Performance Objectives	
ALS.SC.8 Recognize the skills needed to create and maintain good social relationships.		ALS.SC.8.a Identify different kinds of relationships. ALS.SC.8.b Identify appropriate social skills in a variety of social settings. ALS.SC.8.c Practice nonverbal communication skills (e.g., crossed arms, volume and tone, facial expressions, text messaging, etc.).	
I Can Statements			
← MOST COMPLEX		→ LEAST COMPLEX	
ALS.SC.8.a (A) Identify different kinds of relationships.	ALS.SC.8.a (B) Identify two to four types of relationships (e.g., friends, family, boyfriend, girlfriend, etc.).	ALS.SC.8.a (C) Identify one to two types of relationships (e.g., friends, family, boyfriend, girlfriends, etc.).	
ALS.SC.8.b (A) Identify appropriate social skills in a variety of social settings.	ALS.SC.8.b (B) Role-play applying social skills in two to three social situations (e.g., being quiet when watching a movie with others, not picking nose in public, etc.).	ALS.SC.8.b (C) Role-play applying social skills in a social situation (e.g., being quiet when watching a movie with others, not picking nose in public, etc.).	
ALS.SC.8.c (A) Practice nonverbal communication skills (e.g., crossed arms, volume and tone, facial expressions, text messaging, etc.).	ALS.SC.8.c (B) Identify two to four nonverbal communication skills (e.g., crossed arms, facial expressions, text messaging, etc.).	ALS.SC.8.c (C) Identify one to two nonverbal communication skills (e.g., crossed arms, facial expressions, text messaging, etc.).	
Real World Connections: <ul style="list-style-type: none"> • Go on a date. • Attend a wedding. • Participating in a school field trip. • Go out to eat. • Go to the movies. 		Vocabulary: <ul style="list-style-type: none"> • Facial expressions • Family • Friends • Girlfriend/Boyfriend • Nonverbal communication • Quiet • Relationships • Social skills • Tone • Volume 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ National Association of Special Education Teachers at UMass Lowell (faculty.uml.edu) <ul style="list-style-type: none"> ▪ Promoting Positive Social Interactions in an Inclusion Setting for Students with Learning Disabilities ○ Autism Parenting Magazine (autismparentingmagazine.com) <ul style="list-style-type: none"> ▪ Social Stories for Kids with Autism – The Ultimate Guide ○ Cahare Original Media (cahare.sh-original-media.com) 			

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

- [Facial Expression Charts](#)
- Synapse (autism-help.org)
 - [Asperger's and Interpersonal Relationships](#)
- And Next Comes L (andnextcomesl.com)
 - [Free Printable Lego "Today I Feel" Emotions Chart](#)
- The Pathway to Success (thepathway2success.com)
 - [100+ Free Social-Emotional Learning Resources](#)
- Teachnology, Inc. (teach-nology.com)
 - [Lesson Plan Center for Special Education](#)
- The Autism Helper, Inc. (theautismhelper.com)
 - [Teaching Conversation Skills](#)
- Educate Autism (educateautism.com)
 - [Social Stories](#)
- **Videos**
 - YouTube by Wonder Grove Kids
 - [Use Polite Words – Animated Lesson with Sign Language](#)
 - YouTube by Erica Siurace
 - [Identify the Emotion](#)
 - YouTube by iVideoXD
 - [The Berenstain Bears – Say Please and Thank You \(1-2\)](#)

COURSE: Life Skills Development III
 DOMAIN: Self-Determination
 CONCEPT: Self-Advocacy

Standard	Performance Objectives	
ALS.SD.6 Understand the concept of respect.	ALS.SD.6.a Demonstrate an understanding of the meaning of respect. ALS.SD.6.b Demonstrate parameters of respect (e.g., respecting authority, etc.). ALS.SD.6.c Discover one's good qualities (e.g., focusing on one's good qualities, self-confidence, self-esteem, etc.).	
I Can Statements		
MOST COMPLEX ←	→ LEAST COMPLEX	
ALS.SD.6.a (A) Demonstrate an understanding of the meaning of respect.	ALS.SD.6.a (B) Demonstrate an understanding of the meaning of respect.	ALS.SD.6.a (C) Demonstrate an understanding of the meaning of respect.
ALS.SD.6.b (A) Demonstrate parameters of respect (e.g., respecting authority, etc.).	ALS.SD.6.b (B) Demonstrate parameters of respect (e.g., respecting authority, etc.).	ALS.SD.6.b (C) Demonstrate parameters of respect (e.g., respecting authority, etc.).
ALS.SD.6.c (A) Discover one's good qualities (e.g., focusing on one's good qualities, self-confidence, self-esteem, etc.).	ALS.SD.6.c (B) Discover one's good qualities (e.g., focusing on one's good qualities, self-confidence, self-esteem, etc.).	ALS.SD.6.c (C) Discover one's good qualities (e.g., focusing on one's good qualities, self-confidence, self-esteem, etc.).
Real World Connections: <ul style="list-style-type: none"> • Go to the movie theater. • Respect the law to prevent being pulled over for speeding, not wearing a seatbelt, etc.? • Interview for a job. 	Vocabulary: <ul style="list-style-type: none"> • Authority • Cultural differences • Personal qualities • Personal space • Property • Respect for others • Respect for self • Self-confidence • Self-esteem 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ United Nations Educational Scientific and Cultural Organization Digital Library (unesdoc.unesco.org) <ul style="list-style-type: none"> ▪ Teaching Respect for All: Implementation Guide ○ Free Club Web (freeclubweb.com) <ul style="list-style-type: none"> ▪ Feelings and Emotions: Free Family Presentations and Games for Kids ○ Education World, Inc. (educationworld.com) <ul style="list-style-type: none"> ▪ Lessons and Activities for Teaching Respect ○ Parenting for Brain (parentingforbrain.com) <ul style="list-style-type: none"> ▪ What is Respect – 6 Highly Effective Ways to Teach Kids Respect 		

COURSE: Life Skills Development III

DOMAIN: Self-Determination

CONCEPT: Self-Advocacy

- Michele Borba, parenting expert and author (micheleborba.com)
 - [35 Activities Your Students Can Do to Learn Respect](#)
- WartGames for kids and teachers (wartgames.com)
 - [Self-Esteem: Free Games and Activities for Kids](#)
- **Videos**
 - Public Broadcasting Service | Learning Media (pbslearningmedia.org)
 - [Respect is the Strongest Compliment: Part I](#)
 - [Respect is the Strongest Compliment: Part II](#)
 - [Respect is the Strongest Compliment: Part III](#)
 - [Respect is the Strongest Compliment: Mural Sketch](#)

COURSE: Life Skills Development III

DOMAIN: Self-Determination

CONCEPT: Decision-Making/Problem-Solving

Standard	Performance Objectives	
ALS.SD.7 Develop effective decision-making strategies for everyday living.	ALS.SD.7.a Apply the steps in the decision-making process to a variety of real-life scenarios. ALS.SD.7.b Demonstrate the ability to make effective decisions to meet the needs of all involved.	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
ALS.SD.7.a (A) Apply the steps in the decision-making process to a variety of real-life scenarios.	ALS.SD.7.a (B) Apply the steps in the decision-making process to a variety of real-life scenarios.	ALS.SD.7.a (C) Apply the steps in the decision-making process to a variety of real-life scenarios.
ALS.SD.7.b (A) Demonstrate the ability to make effective decisions to meet the needs of all involved.	ALS.SD.7.b (B) Demonstrate the ability to make effective decisions to meet the needs of all involved.	ALS.SD.7.b (C) Demonstrate the ability to make effective decisions to meet the needs of all involved.
Real World Connections: <ul style="list-style-type: none"> Decide what to wear to an outdoor event. Decide whether to cancel an appointment or not. Decide whether to go on a date with someone. Consider others when making decisions. Choose friends. 	Vocabulary: <ul style="list-style-type: none"> Agree Alternative Compromise Decision Decision maker Disagree Objective 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> LD Online (ldonline.org) <ul style="list-style-type: none"> Teaching Decision-Making to Students with Learning Disabilities by Promoting Self-Determination University of Oklahoma Zarrow Center for Learning Enrichment (ou.edu) <ul style="list-style-type: none"> Self-Determination Assessment Tools Australian Government Department of Education, Skills, and Employment (docs.education.gov.au) <ul style="list-style-type: none"> Decision-Making Wheel Utah Education Network Prevention Dimensions (uen.org/preventiondimensions) <ul style="list-style-type: none"> Refusal Skills ETR Associates Health Smart Education Program (etr.org/healthsmart) <ul style="list-style-type: none"> Role-Play Practice: Saying NO to Unsafe Sex National Gateway to Self-Determination (ngsd.org) 		

COURSE: Life Skills Development III

DOMAIN: Self-Determination

CONCEPT: Decision-Making/Problem-Solving

- [Resource Guide for Professionals](#)
- Virginia Department of Education's I'm Determined (imdetermined.org)
 - [Self-Determination \(assessments and checklists\) to assist educators in making decisions regarding self-determination practices in the classroom or school](#)
- Autism Parenting Magazine (autismparentingmagazine.com)
 - [Social Stories for Autistic Children](#)
- Educate Autism (educateautism.com)
 - [Social Stories](#)
- VISA Practical Money Skills (practicalmoneyskills.com)
 - [Making Decisions – Teacher Guide](#)
 - [Making Decisions – Activities](#)
 - [Making Decisions – Presentation](#)
- Free Spirit Publishing (freespiritpublishingblog.com)
 - [Conflict Resolution for Students with Special Needs](#)
- **Videos**
 - BrainPOP (brainpop.com)
 - [Conflict Resolution](#)
 - [Peer Pressure](#)
 - YouTube by TD Social Skills
 - [Social Skills Training: Resolving Disagreements](#)

COURSE: Life Skills Development III

DOMAIN: Self-Determination

CONCEPT: Decision-Making/Problem-Solving

Standard		Performance Objectives	
ALS.SD.8 Apply problem-solving techniques to develop quick-thinking skills and the ability to face situations with confidence.		ALS.SD.8.a Recognize issues or problems in a situation. ALS.SD.8.b Determine the root cause of the problem. ALS.SD.8.c Practice brainstorming solutions. ALS.SD.8.d Discuss the importance of finding a solution that includes input from everyone involved or affected.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ALS.SD.8.a (A) Recognize issues or problems in a situation.	ALS.SD.8.a (B) Identify the issue or problem that needs to be resolved in two to three real-life scenarios (e.g., left home without phone charger, missed the bus, etc.).	ALS.SD.8.a (C) Identify the issue or problem that needs to be resolved in one to two real-life scenarios (e.g., left home without phone charger, miss the bus, etc.).	
ALS.SD.8.b (A) Determine the root cause of the problem.	ALS.SD.8.b (B) Identify the root cause of an issue or problem in two to three real-life situations (e.g., failed to put phone charger in backpack, overslept because didn't set alarm, etc.).	ALS.SD.8.b (C) Identify the root cause of an issue or problem in one to two real-life situations (e.g., failed to put phone charger in backpack, overslept because didn't set alarm, etc.).	
ALS.SD.8.c (A) Practice brainstorming solutions.	ALS.SD.8.c (B) Brainstorm solutions to problems in two to three real-life scenarios (e.g., create a checklist of things to do before going to bed, such as putting a charger in a backpack and setting an alarm, etc.).	ALS.SD.8.c (C) Identify solutions to one to two problems in real-life scenarios (e.g., create a checklist of things to do before going to bed, such as putting a charger in a backpack and setting an alarm, etc.).	
ALS.SD.8.d (A) Discuss the importance of finding a solution that includes input from everyone involved or affected.	ALS.SD.8.d (B) Identify two to three problems or situations that require input from others to find a solution (e.g., setting a time for a meeting, determining the type of music to listen to on the car radio, setting a schedule for using a device such as a tablet, etc.).	ALS.SD.8.d (C) Identify a problem or situation that requires input from others to find a solution (e.g., setting a time for a meeting, determining the type of music to listen to on the car radio, setting a schedule for using a device such as a tablet, etc.).	
Real World Connections:		Vocabulary:	

COURSE: Life Skills Development III

DOMAIN: Self-Determination

CONCEPT: Decision-Making/Problem-Solving

- Find transportation to an event or appointment.
- Get into a building that is not ADA compliant (e.g., someone's private home, etc.).
- Determine where to wait for a ride when it is raining.
- Pick up a dropped item.
- Address hygiene issues.
- Pay a bill.

- Emergency
- Information
- Irrelevant
- Judgement
- Obstacles
- Options

- Problem
- Relevant
- Root cause
- Situations
- Solution

Resources:

- **Websites, articles, and other collections**
 - Southwest West Central Service Cooperative (swsc.org)
 - [What Is the Problem-Solving Model?](#)
 - Overcoming Obstacles (overcomingobstacles.org)
 - [Overcoming Obstacles Curriculum](#) (requires a free account)
 - Center for Independent Futures (independentfutures.com)
 - [Preparing for More Independent Living](#)
 - University of Oklahoma Zarrow Center for Learning Enrichment (ou.edu)
 - [Transition Assessment and Goal Generator](#)
 - [ARC Self-Determination Scale](#)
 - Gabriella Volpe (gabriellavolpe.com)
 - [Problem-Solving and the Child with Special Needs](#)
- **Videos**
 - YouTube by Edutopia
 - [Real-World Problem-Solving: Finding Solutions Through Projects](#)

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

Standard		Performance Objectives	
ALS.TP.5 Recognize ways to alert emergency personnel.		ALS.TP.5.a Identify ways to interact with law enforcement (e.g., addressing a police officer, initiating contact with law enforcement, staying calm, sharing important information, etc.).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ALS.TP.5.a (A) Identify ways to interact with law enforcement (e.g., addressing a police officer, initiating contact with law enforcement, staying calm, sharing important information, etc.).	ALS.TP.5.a (B) Identify two to three proper ways to interact with emergency personnel (e.g., initiating contact with emergency personnel, address a police officer with respect, stay calm, share important information, etc.).	ALS.TP.5.a (C) Match emergency personnel to appropriate emergency situations (e.g., firefighter to house fire, police officer to burglary, paramedic to injury, etc.).	
Real World Connections: <ul style="list-style-type: none"> • Report a lost or stolen backpack. • Learn the steps for calling an ambulance Ask for directions. • Learn how to use a fire alarm • Locate the help desk/customer service to report emergencies. • Use a phonebook/search engine to locate emergency phone numbers. 		Vocabulary: <ul style="list-style-type: none"> • Alert • Ambulance • Calm • Emergency • Fire alarm • Important information • Law enforcement • Police officer 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ American Red Cross (redcross.org) <ul style="list-style-type: none"> ▪ Disaster Safety for People with Disabilities ○ Department of Homeland Security (ready.gov) <ul style="list-style-type: none"> ▪ Ready: Individuals and Disabilities ○ National Technical Assistance Center on Transition (transitionta.org) <ul style="list-style-type: none"> ▪ Student Development Life Skills ▪ Free Lesson Plans for Transition ○ Special Learning, Inc. (special-learning.com) <ul style="list-style-type: none"> ▪ Safety Skills: Why They are Important and Ideas About how to Teach Them ○ Friendship Circle of Michigan (friendshipcircle.org) 			

COURSE: Life Skills Development III

DOMAIN: Transition Planning/Community Participation

CONCEPT: Personal Safety

- [10 Medical Alert Options for Families with Special Needs](#)
- Virginia Commonwealth University Autism Center for Excellence (vcuautismcenter.org)
 - [Community-Based Functional Skills Assessment for Transition-Aged Youth with Autism Spectrum Disorder](#)
- Autism Speaks (autismspeaks.org)
 - [Safety Products and Services](#)
 - [Information for First Responders](#)
- The Arc of Northern Virginia (thearcofnova.org)
 - [Developing Positive Interactions for People with Developmental Disabilities and First Responders, Police, and the Justice System: A Guide for People with Developmental Disabilities and their Loved Ones](#)

COURSE: Life Skills Development III

DOMAIN: Transition Planning/Community Participation

CONCEPT: Personal Safety

Standard		Performance Objectives	
ALS.TP.6 Identify the importance of appropriate online etiquette (i.e., netiquette).		ALS.TP.6.a Discuss online dangers encountered on a daily basis (e.g., cyberbullying, online predators, identity theft, money scams, inappropriate websites, etc.). ALS.TP.6.b Discuss online rules and netiquette that protect against online dangers. ALS.TP.6.c Apply online rules and netiquette to real-life online scenarios.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ALS.TP.6.a (A) Discuss online dangers encountered on a daily basis (e.g., cyberbullying, online predators, identity theft, money scams, inappropriate websites, etc.).	ALS.TP.6.a (B) Identify two to three online dangers encountered on a daily basis (e.g., cyberbullying, online predators, identity theft, money scams, inappropriate websites, etc.).	ALS.TP.6.a (C) Identify one to two online dangers encountered on a daily basis (e.g., cyberbullying, online predators, identity theft, money scams, inappropriate websites, etc.).	
ALS.TP.6.b (A) Discuss online rules and netiquette that protect against online dangers.	ALS.TP.6.b (B) Identify two to three online rules and netiquette that protect against online dangers (e.g. do not give out personal information, do not download apps with a few or no reviews, refrain from visiting websites with addresses that do not begin “https,” etc.).	ALS.TP.6.b (C) Identify an online rule or netiquette that protects against online dangers (e.g. do not give out personal information, do not download apps with only a few or no reviews, refrain from visiting websites with addresses that do not begin with “https,” etc.).	
ALS.TP.6.c (A) Apply online rules and netiquette to real-life online scenarios.	ALS.TP.6.c (B) Match online rules and netiquette to two to three real-life online scenarios (e.g., not providing personal information online if a friend asks for your phone number on a social media site, etc.).	ALS.TP.6.c (C) Match online rules and netiquette to a real-life online scenario (e.g., not providing personal information online if a friend asks for your phone number on a social media site, etc.).	
Real World Connections: <ul style="list-style-type: none"> • Use social media appropriately. • Make online purchases. • Play games online. • Download computer or phone apps. 		Vocabulary: <ul style="list-style-type: none"> • Apps • Computer • Cyberbullying • Email • Inappropriate websites • Netiquette • Personal information • Predator • Reviews • Scams • Website 	

COURSE: Life Skills Development III

DOMAIN: Transition Planning/Community Participation

CONCEPT: Personal Safety

Resources:

● **Websites, articles, and other collections**

- International Society for Technology Education (iste.org)
 - [ISTE Standards for Students](#)
- BrainPOP (brainpop.com)
 - [Digital Etiquette](#)
- LD Online (ldonline.org)
 - [Teaching Students with Disabilities About Online Safety](#)
- University of Texas, Permian Basin (utpb.instructure.com)
 - [Online Etiquette - Netiquette](#)
- Albion (albion.com)
 - [The Core Rules of Netiquette](#)
- Childnet International (childnet.com)
 - [Online Etiquette or 'Netiquette'—the Dos and Don'ts of Online Communication](#)
- Net Aware (net-aware.org.uk)
 - [What is Net Aware? Your Guide to Social Networks, Apps, and Games](#)

● **Videos**

- Net Aware (net-aware.org.uk)
 - [Online Safety: 3 Tips to Start Online Safety](#)

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

Standard		Performance Objectives	
ALS.TP.7 Identify civil rights.		ALS.TP.7.a Demonstrate an awareness of the protection of individual rights.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ALS.TP.7.a (A) Demonstrate an awareness of the protection of individual rights.	ALS.TP.7.a (B) Identify two to three individual rights of citizens (e.g., equal access at all levels of society, including jobs, government services, public accommodations, and public transportation).	ALS.TP.7.a (C) Identify one to two individual rights of citizens (e.g., equal access at all levels of society, including jobs, government services, public accommodations, and public transportation).	
Real World Connections: <ul style="list-style-type: none"> Gain access to public buildings and transportation. Apply for employment. Know disability rights. Register to vote. 		Vocabulary: <ul style="list-style-type: none"> Access Accommodations Citizen Disability rights Government services Individual Office for Civil Rights Public transportation Rights Self-advocacy 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> Virginia Department of Education's I'm Determined (imetermined.org) <ul style="list-style-type: none"> Toolbox for Self-Determination University of Oklahoma Zarrow Center for Learning Enrichment (ou.edu) <ul style="list-style-type: none"> Self-Determination Assessment Tools Kids Play and Create Activities for Kids (kidsplayandcreate.com) <ul style="list-style-type: none"> Self-Esteem and Character-Building Activities for Kids Teaching Self-Advocacy Skills to Students (teachingselfadvocacy.wordpress.com) <ul style="list-style-type: none"> Teaching Self-Advocacy Skills to Students Scholastic.com <ul style="list-style-type: none"> Teaching Tolerance Teaching Tolerance (tolerance.org) 			

COURSE: Life Skills Development III

DOMAIN: Transition Planning/Community Participation

CONCEPT: Personal Safety

- [The Civil Rights Act and the ADA](#)
- Wrightslaw Special Education Advocate (wrightslaw.com)
 - [Special education topics by keyword](#)
- U.S. Department of Education Office of Civil Rights (ed.gov/about/offices/list/ocr)
 - [Transition of Students with Disabilities to Postsecondary Education: A Guide for High School Educators](#)
- **Videos**
 - BrainPOP (brainpop.com)
 - [Cyber-Bullying](#)
 - PACER's National Parent Center on Transition and Employment (pacer.org)
 - [Civil Rights and Legal Protections](#)
 - YouTube by CDCIatUVM
 - [Self-Advocacy and Self-Determination](#)
 - Research and Training Center on Community Living at the University of Minnesota (selfadvocacyonline.org)
 - [What is Self-Advocacy? Learning About Speaking for Yourself](#)

COURSE: Life Skills Development III

DOMAIN: Transition Planning/Community Participation

CONCEPT: Community Participation

Standard		Performance Objectives	
ALS.TP.8 Monitor transition plan goals.		ALS.TP.8.a Identify targeted postsecondary goals in the domains of education, employment, and independent living. ALS.TP.8.b Discuss the action steps required to attain postsecondary goals. ALS.TP.8.c Identify the functional capabilities and limitations identified in a transition assessment.	
I Can Statements			
← MOST COMPLEX		← → LEAST COMPLEX	
ALS.TP.8.a (A) Identify targeted postsecondary goals in the domains of education, employment, and independent living.	ALS.TP.8.a (B) Identify two to three targeted postsecondary goals in the domains of education, employment, and/or independent living (e.g., attend a community rehabilitation center for job training and work experience, etc.).	ALS.TP.8.a (C) Identify a targeted postsecondary goal in the domain of education, employment, or independent living (e.g., attend a community rehabilitation center for job training and work experience, etc.).	
ALS.TP.8.b (A) Discuss the action steps required to attain postsecondary goals.	ALS.TP.8.b (B) Identify two to three action steps taken to attain a postsecondary goal in a transition plan (e.g., explore interests and possible careers, etc.).	ALS.TP.8.b (C) Identify one to two action steps taken to attain a postsecondary goal in a transition plan (e.g., explore interests and possible careers, etc.).	
ALS.TP.8.c (A) Identify the functional capabilities and limitations identified in a transition assessment.	ALS.TP.8.c (B) Identify two to three functional capabilities or limitations identified in transition assessment (e.g., follows rules and routines well, manages a daily time schedule, demonstrates safety skills in various settings, etc.).	ALS.TP.8.c (C) Identify one to two functional capabilities or limitations identified in transition assessment (e.g., follows rules and routines well, manages a daily time schedule, demonstrates safety skills in various settings, etc.).	
Real World Connections: <ul style="list-style-type: none"> • Plan for independent living. • Decide on available postsecondary education options. • Complete a career interest survey. • Participate in job shadowing activities. 		Vocabulary: <ul style="list-style-type: none"> • Action steps • Capabilities • Careers • Certification • Community rehabilitation center • Functional • Independent living • Limitations • Options • Outcomes • Postsecondary 	

COURSE: Life Skills Development III

DOMAIN: Transition Planning/Community Participation

CONCEPT: Community Participation

- Diploma
- Employment

- Target
- Transition plan

Resources:

- **Websites, articles, and other collections**

- University of Oklahoma Zarrow Center for Learning Enrichment (ou.edu)
 - [Student-Directed Transition Planning](#)
 - [Whose Future is it Anyway? 2nd Edition](#)
 - [Timeline of Transition Activities](#)
- Understood for All, Inc. (understood.org)
 - [IEP Transition Planning: Preparing for Young Adulthood](#)
- Indiana University Secondary Transition Resource Center (instrc.indiana.edu)
 - [Transition Services: Definitions and Examples](#)

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

Standard		Performance Objectives	
ALS.TP.9 Describe the responsibilities associated with respecting property and develop a sense of ownership for property and pride in the community.		ALS.TP.9.a Discuss the importance of respecting property (e.g., the cost of replacement, the effect on residents' morale, a sense of pride, and a sense of community, etc.). ALS.TP.9.b Describe what it means to take pride in one's community (e.g., community service, desirable civil engagement, etc.).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ALS.TP.9.a (A) Discuss the importance of respecting property (e.g., the cost of replacement, the effect on residents' morale, a sense of pride, and a sense of community, etc.).	ALS.TP.9.a (B) Identify two to three examples of respecting property (e.g., treating other people's things with care, not writing on walls, etc.).	ALS.TP.9.a (C) Identify an example of respecting property (e.g., treating other people's things with care, not writing on walls, etc.).	
ALS.TP.9.b (A) Describe what it means to take pride in one's community (e.g., community service, desirable civil engagement, etc.).	ALS.TP.9.b (B) Identify two to three examples of taking pride in one's community (e.g., participating in community service, not littering, etc.).	ALS.TP.9.b (C) Identify an example of taking pride in one's community (e.g., participating in community service, not littering, etc.).	
Real World Connections: <ul style="list-style-type: none"> • Respect the property of classmates and teachers. • Participate in a community service project. • Join groups, clubs, or organizations. 		Vocabulary: <ul style="list-style-type: none"> • Community • Community service • Litter • Littering • Morale • Pride • Property • Respect • Vandalism 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ 4th Wall Theatre Company (4thwallkids.com) <ul style="list-style-type: none"> ▪ How to Create a Social Story for Kids with Developmental Disabilities to Understand Respect ○ Education World, Inc. (educationworld.com) <ul style="list-style-type: none"> ▪ Lessons and Activities for Teaching Respect ○ Learning to Give (learningtogive.org) <ul style="list-style-type: none"> ▪ Contagious Respect for Property 			

COURSE: Life Skills Development III

DOMAIN: Transition Planning/Community Participation

CONCEPT: Community Participation

- Leaps: The Complete Solution (selfschools.com)
 - [Respecting Someone Else's Property](#)
- **Videos**
 - BrainPOP (brainpop.com)
 - [Social-Emotional Learning](#)

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

Standard		Performance Objectives	
ALS.TP.10 Practice using various ways to enter and move about buildings (e.g., using elevators, escalators, revolving doors, automatic doors, etc.).		ALS.TP.10.a Demonstrate how to safely cross the street (e.g., using a crosswalk, understanding the proper signal for crossing the street, looking both ways, etc.).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ALS.TP.10.a (A) Demonstrate how to safely cross the street (e.g., using a crosswalk, understanding the proper signal for crossing the street, looking both ways, etc.).	ALS.TP.10.a (B) Identify two to three signs used to locate different areas of a building (e.g. building map, landmark, ENTER, EXIT, emergency exits, etc.).	ALS.TP.10.a (C) Identify one sign used to locate different areas of a building (e.g. building map, landmark, ENTER, EXIT, etc.).	
Real World Connections: <ul style="list-style-type: none"> • Go from the parking lot to a store or an appointment. • Exit the vehicle safely when parked on the street. • Use push-to-walk buttons at a crosswalk. • Use an elevator in a building. • Use an escalator in a building. • Use signs to enter and exit a building correctly. • Locate emergency exits. • Use a white cane or appropriate sighted guide techniques. 		Vocabulary: <ul style="list-style-type: none"> • Crosswalk • Elevators • Emergency exit • Enter • Escalators • Exit • Landmark • Landmarks • Parking lot • Pedestrian • Revolving doors • Signal • Traffic 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Perkins School for the Blind eLearning (perkinslearning.org) <ul style="list-style-type: none"> ▪ Basic Orientation and Mobility for Children with Multiple Disabilities: A Starting Point ○ Do 2 Learn Resources, Inc. (do2learn.com) <ul style="list-style-type: none"> ▪ Street Safety Songs ○ National Center for Mobility Management (nationalcenterformobilitymanagement.org) <ul style="list-style-type: none"> ▪ Neighborhood Wayfinding Assessment ○ Tool of the Week: Council for Exceptional Children’s Special Education Resource Destination (tooloftheweek.org) <ul style="list-style-type: none"> ▪ Community Mobility Checklist • Videos 			

COURSE: Life Skills Development III

DOMAIN: Transition Planning/Community Participation

CONCEPT: Community Participation

- Friendship Circle of Michigan (friendshipcircle.org)
 - [Traffic Safety for Children with Special Needs](#)

COURSE: Life Skills Development IV
 DOMAIN: Self-Care/Independent Living
 CONCEPT: Grooming and Hygiene

Standard		Performance Objectives	
ALS.SI.28 Demonstrate proper skin care (e.g., treating dry skin, protecting from sun and insects, soothing chapped lips, tending to skin abrasions, etc.).		ALS.SI.28.a Recognize when skin care treatment is necessary (e.g., acne, dry skin, chapped lips, protecting from insects, tending to skin abrasions, etc.). ALS.SI.28.b Demonstrate a daily skin care routine (e.g., washing, moisturizing, etc.). ALS.SI.28.c Choose a skin care product according to its application (e.g., acne creams, sun block, etc.).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ALS.SI.28.a (A) Recognize when skin care treatment is necessary (e.g., acne, dry skin, chapped lips, protecting from insects, tending to skin abrasions, etc.).	ALS.SI.28.a (B) Identify two to three indicators that a skin care treatment is necessary (e.g., acne, dry skin, chapped lips, protecting from insects, tending to skin abrasions, etc.).	ALS.SI.28.a (C) Identify an indicator that a skin care treatment is necessary (e.g., acne, dry skin, chapped lips, protecting from insects, tending to skin abrasions, etc.).	
ALS.SI.28.b (A) Demonstrate a daily skin care routine (e.g., washing, moisturizing, etc.).	ALS.SI.28.b (B) Identify two to three routine skin care practices (e.g., washing, moisturizing, using sunscreen, etc.).	ALS.SI.28.b (C) Identify a routine skin care practice (e.g., washing, moisturizing, using sunscreen, etc.).	
ALS.SI.28.c (A) Choose a skin care product according to its application (e.g., acne creams, sun block, etc.).	ALS.SI.28.c (B) Match two to three skin care products according to their application (e.g., acne creams for pimples, insect repellent to prevent bites, sun block to keep from getting sunburned, etc.).	ALS.SI.28.c (C) Match one to two skin care products according to their application (e.g., acne creams for pimples, sun block to keep from getting sunburned, etc.).	
Real World Connections: <ul style="list-style-type: none"> Care for skin daily. Prevent a sunburn. Treat and/or prevent an insect bite. 		Vocabulary: <ul style="list-style-type: none"> Acne Chapstick Insect repellent Moisturizing Skin Skin abrasions Sunscreen 	
Resources: <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> iDo Hygiene Apple App <ul style="list-style-type: none"> iDo Hygiene App Center for Education Technology 			

COURSE: Life Skills Development IV
DOMAIN: Self-Care/Independent Living
CONCEPT: Grooming and Hygiene

- Columbia Regional Program (crporegon.org)
 - [Adolescent Autonomy Checklist](#)
- Galleon Supplies (galleonsupplies.co.uk)
 - [Personal Hygiene Teaching Resources for Special Needs Students](#)

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

Standard		Performance Objectives	
ALS.SI.29 Plan a weekly menu.		ALS.SI.29.a Determine the food items needed to prepare healthy weekly meals (e.g., make a list, calculate proportions, etc.).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ALS.SI.29.a (A) Determine the food items needed to prepare healthy weekly meals (e.g., make a list, calculate proportions, etc.).	ALS.SI.29.a (B) Identify two to three tasks associated with preparing healthy weekly meals (e.g., make a list, calculate proportions, etc.).	ALS.SI.29.a (C) Identify one to two tasks associated with preparing healthy weekly meals (e.g., make a list, calculate proportions, etc.).	
Real World Connections: <ul style="list-style-type: none"> • Create a balanced meal for breakfast, lunch, and/or dinner. • Pack a lunch. • Identify healthy selections at restaurants. • Create meal plans for a week. • Create a grocery list of needed items. 		Vocabulary: <ul style="list-style-type: none"> • Calories • Carbohydrates • Fat • Food pyramid • Healthy • Proportion • Serving size 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ U.S. Department of Agriculture: Choose My Plate (choosemyplate.gov) <ul style="list-style-type: none"> ▪ Choose My Plate App ▪ MyPlate Budget ▪ Serving Up MyPlate—A Yummy Curriculum, Level 2 ▪ “Cook-Off Craze” ○ Project Life (projectlife.org) <ul style="list-style-type: none"> ▪ Nutrition Template ▪ Nutrition cards ▪ What’s on a Food Label? Serving Sizes ▪ What’s Inside the Package? Nutrition Facts ▪ Weekly Meal Planner ▪ Health and Nutrition: Food and the Body Leader’s Guide ○ National Agriculture in the Classroom (agclassroom.org) 			

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

- [National Agriculture Literacy Curriculum Matrix](#)
- Cornell University Cooperative Extension and Division of Nutritional Sciences (farmtoschool.cce.cornell.edu)
 - [Field Trips](#)
- **Videos**
 - TeacherTube (teachertube.com)
 - [Why Kids Should Eat Healthy and Exercise](#)
 - [Healthy Snack #4: Peanut Butter Banana Smoothie](#)
 - [Healthy Snack #5: Frozen Fruit Cups](#)

COURSE: Life Skills Development IV
 DOMAIN: Self-Care/Independent Living
 CONCEPT: Housekeeping

Standard	Performance Objectives	
ALS.SI.30 Practice a housekeeping routine.	ALS.SI.30.a Maintain and clean appliances (e.g., an oven, a microwave, a refrigerator, etc.). ALS.SI.30.b Practice proper sanitation to stop the spread of germs (e.g., clean the trash can, stop the spread of germs when someone is sick, etc.).	
I Can Statements		
MOST COMPLEX ←	↔	→ LEAST COMPLEX
ALS.SI.30.a (A) Maintain and clean appliances (e.g., an oven, a microwave, a refrigerator, etc.).	ALS.SI.30.a (B) List two to three steps in cleaning kitchen appliances (e.g., unplug the appliance if needed, use the correct cleaning supplies, wipe the appliance, etc.).	ALS.SI.30.a (C) Identify a kitchen appliance that should be maintained and cleaned on a regular basis (e.g., an oven, a microwave, a refrigerator, etc.).
ALS.SI.30.b (A) Practice proper sanitation to stop the spread of germs (e.g., clean the trash can, stop the spread of germs when someone is sick, etc.).	ALS.SI.30.b (B) Identify two to three practices of proper sanitation to stop the spread of germs (e.g., clean the trash can, stop the spread of germs when someone is sick, etc.).	ALS.SI.30.b (C) Identify one to two practices of proper sanitation to stop the spread of germs (e.g., clean the trash can, stop the spread of germs when someone is sick, etc.).
Real World Connections: <ul style="list-style-type: none"> • Clean appliances after each use (e.g., wipe off the microwave or stove). • Clean spills. • Wipe counters with disinfectant after preparing food. • Wash hands frequently. • Spray rooms with disinfectant when someone is sick. • Clean the trash can. • Clean major appliances on a schedule (e.g., oven, refrigerator, etc.). • Cover food when warming it in the microwave. 	Vocabulary: <ul style="list-style-type: none"> • Appliance • Disinfectant • Germs • Microwave • Oven • Refrigerator 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Project Life (projectlife.org) <ul style="list-style-type: none"> ▪ Printable House Cleaning Checklist ▪ Housing and Home Management 		

COURSE: Life Skills Development IV
DOMAIN: Self-Care/Independent Living
CONCEPT: Housekeeping

- [Who Wants to be a Millionaire?](#)
- Attainment Company, Inc. (attainmentcompany.com)
 - [Living on Your Own Lesson Plans](#)

COURSE: Life Skills Development IV
 DOMAIN: Self-Care/Independent Living
 CONCEPT: General Shopping

Standard		Performance Objectives	
ALS.SI.31 Perform more advanced options associated with general shopping.		ALS.SI.31.a Stay within a budget (see personal finance). ALS.SI.31.b Practice using various forms of checkout (e.g., self-checkout, express lane, etc.). ALS.SI.31.c Explore alternative shopping methods (e.g., online, curbside pickup, etc.). ALS.SI.31.d Calculate or estimate taxes.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ALS.SI.31.a (A) Stay within a budget (see personal finance).	ALS.SI.31.a (B) Identify two to three practices for staying within a budget (e.g., use a calculator while shopping to avoid overspending, use a list when shopping, refrain from buying nonessential items not in the budget, etc.).	ALS.SI.31.a (C) Identify a practice for staying within a budget (e.g., use a calculator while shopping to avoid overspending, use a list when shopping, refrain from buying nonessential items not in the budget, etc.).	
ALS.SI.31.b (A) Practice using various forms of checkout (e.g., self-checkout, express lane, etc.).	ALS.SI.31.b (B) Determine the optimal form of checkout based on the number of items being purchased (e.g., checkouts without a conveyor belt are better suited for purchasing a small number of items, etc.).	ALS.SI.31.b (C) Identify one to two forms of checkout (e.g., self-checkout, express lane, etc.).	
ALS.SI.31.c (A) Explore alternative shopping methods (e.g., online, curbside pickup, etc.).	ALS.SI.31.c (B) Identify two to three shopping methods (e.g., online, curbside pickup, etc.).	ALS.SI.31.c (C) Identify a shopping method (e.g., online, curbside pickup, etc.).	
ALS.SI.31.d (A) Calculate or estimate taxes.	ALS.SI.31.d (B) Choose the adequate amount of money needed to purchase an item that includes sales tax (i.e., when given options of money amounts to choose from, choose the amount that is needed to purchase a given item).	ALS.SI.31.d (C) Select items that are subject to sales tax (i.e., show pictures of different types of goods and ask them whether they think sales tax would apply).	
Real World Connections: <ul style="list-style-type: none"> Estimate taxes when shopping. Round up to include taxes when shopping. Shop for items and stay within a budget. 		Vocabulary: <ul style="list-style-type: none"> Budget Curbside pickup Delivery Estimate Goods Online shopping Purchase Sales tax 	

COURSE: Life Skills Development IV
DOMAIN: Self-Care/Independent Living
CONCEPT: General Shopping

• Express checkout

• Self-checkout

Resources:

- **Websites, articles, and other collections**
 - VISA Practical Money Skills (practicalmoneyskills.com)
 - [Budgeting Your Money – Teacher Guide](#)
 - [Budgeting Your Money – Student Guide](#)
 - USA.gov
 - [Sales Tax Activity](#)
 - Tax Foundation (taxfoundation.org)
 - [Taxes in Mississippi](#)

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

Standard	Performance Objectives	
ALS.SI.32 Perform yard maintenance (e.g., raking, sweeping, knowing the difference between weeds and plants, removing weeds with the roots, digging, pushing a wheelbarrow, etc.).	ALS.SI.32.a Demonstrate the appropriate use of common yard tools. ALS.SI.32.b Identify when to water the lawn and outdoor plants. ALS.SI.32.c Recognize when lawns, shrubs, and flower beds need to be maintained (e.g., mow the lawn, trim the hedges, weed flower beds, etc.). ALS.SI.32.d Identify outdoor maintenance tasks associated with preparing for various weather conditions (e.g., cleaning rain gutters, wrapping pipes, watering extra during drought conditions, etc.).	
I Can Statements		
MOST COMPLEX ←	→ LEAST COMPLEX	
ALS.SI.32.a (A) Demonstrate the appropriate use of common yard tools.	ALS.SI.32.a (B) Match two to three common yard tools to their appropriate use (e.g., match a rake to a pile of leaves, match a shovel to a hole in the ground, etc.).	ALS.SI.32.a (C) Identify the appropriate use of common yard tools (e.g., match a rake to a picture of someone raking leaves, match a shovel to someone digging a hole, etc.).
ALS.SI.32.b (A) Identify when to water the lawn and outdoor plants.	ALS.SI.32.b (B) Match appropriate watering tools with lawn and/or outdoor plants (e.g., sprinkler, garden hose, watering can, etc.).	ALS.SI.32.b (C) Identify when to water the lawn and outdoor plants (e.g., determine which plant needs to be watered from a picture of a healthy plant and a picture of a droopy plant, etc.).
ALS.SI.32.c (A) Recognize when lawns, shrubs, and flower beds need to be maintained (e.g., mow the lawn, trim the hedges, weed flower beds, etc.).	ALS.SI.32.c (B) Identify two to three areas of a yard that need to be maintained (e.g., the lawn, shrubs, flower bed, etc.).	ALS.SI.32.c (C) Select tools used to maintain the lawn (e.g., show pictures of items such as a garden hose and a cup of water and ask the student to pick one to water the lawn, etc.).
ALS.SI.32.d (A) Identify outdoor maintenance tasks associated with preparing for various weather conditions (e.g., cleaning rain gutters, wrapping pipes, watering extra during drought conditions, etc.).	ALS.SI.32.d (B) Identify two to three outdoor maintenance tasks associated with preparing for various weather conditions (e.g., cleaning rain gutters, wrapping pipes, watering extra during drought conditions, securing items that may fly around in high wind, etc.).	ALS.SI.32.d (C) Identify an outdoor maintenance task associated with preparing for various weather conditions (e.g., cleaning rain gutters, wrapping pipes, watering extra during drought conditions, securing items that may fly around in high wind, etc.).

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

Real World Connections:

- Weed the flower bed.
- Cut the grass with a lawn mower.
- Water the lawn.
- Water outdoor plants.
- Clean rain gutters.
- Prepare the yard for severe weather conditions.

Vocabulary:

- Drought
- Flower bed
- Garden
- Garden hose
- Gutter
- Lawn
- Lawn mower
- Pipes
- Plants
- Rake
- Watering can
- Weeds
- Wheelbarrow
- Yard

Resources:

- **Websites, articles, and other collections**
 - Life Lab Science Program (lifelab.org)
 - [School garden resources](#)
 - School Garden Project of Lane County (schoolgardenproject.org)
 - [Increasing Inclusion in the School Garden](#)
 - Oregon State University Extension Service (extension.oregonstate.edu)
 - [Adaptive Gardening Techniques for the Visually Impaired](#)
 - Kids Gardening (kidsgardening.org)
 - [Gardening Lesson Plans](#)
 - Whole Kids Foundation (wholekidsfoundation.org)
 - [School Garden Lesson Plans](#)
- **Videos**
 - YouTube by Blippi
 - [Yard Work with Blippi](#)
 - Growing Minds Blue: ASAP's Farm to School Program (growing-minds.org)
 - [Gardening Lesson Plans](#)

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

Standard	Performance Objectives	
ALS.SI.33 Demonstrate planning and scheduling skills.	ALS.SI.33.a Locate specific dates on the calendar. ALS.SI.33.b Allocate enough time to complete tasks or projects. ALS.SI.33.c Reschedule or cancel appointments instead of neglecting to show up.	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
ALS.SI.33.a (A) Locate specific dates on the calendar.	ALS.SI.33.a (B) Locate two dates on the calendar.	ALS.SI.33.a (C) Locate a date on the calendar.
ALS.SI.33.b (A) Allocate enough time to complete tasks or projects.	ALS.SI.33.b (B) Allocate enough time to complete tasks or projects.	ALS.SI.33.b (C) Allocate enough time to complete tasks or projects.
ALS.SI.33.c (A) Reschedule or cancel appointments instead of neglecting to show up.	ALS.SI.33.c (B) Describe how to reschedule an appointment.	ALS.SI.33.c (C) Describe how to cancel an appointment.
Real World Connections: <ul style="list-style-type: none"> • Plan a birthday party. • Reschedule or cancel an appointment • Plan time to complete a task or project such as completing homework or cleaning the bathroom. 	Vocabulary: <ul style="list-style-type: none"> • Appointment • Birthday • Calendar • Cancel • Dependable • Holiday • Plan • Reschedule • Schedule 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ National Technical Assistance Center on Transition (transitionta.org) <ul style="list-style-type: none"> ▪ Using Self-Monitoring to Improve Accuracy and Productivity • Activities <ul style="list-style-type: none"> ○ LD Online (ldonline.org) <ul style="list-style-type: none"> ▪ Teaching Time Management to Students with Learning Disabilities ○ Frederick County Public Schools, Maryland (education.fcps.org) <ul style="list-style-type: none"> ▪ Visual Tools to Support Behavior, Self-Regulation, and Independence SEIA Symposium ○ BusyTeacher.org <ul style="list-style-type: none"> ▪ Free Telling Worksheets ▪ How to Teach Appointment-Making 		

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

- **Videos**
 - YouTube by Jessica Diaz
 - [Time Management for Kids | Character Education](#)

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

Standard		Performance Objectives	
ALS.SI.34 Apply the decision-making process to personal financial decisions (e.g., cost of eating out vs. eating at home, purchasing items at a convenience store vs. a grocery/department store, etc.).		ALS.SI.34.a Compare prices to determine purchases. ALS.SI.34.b Make decisions based on cost effectiveness (e.g., cost of eating out vs. eating at home, etc.). ALS.SI.34.c Differentiate between necessary and unnecessary expenditures. ALS.SI.34.d Identify a savings goal.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ALS.SI.34.a (A) Compare prices to determine purchases.	ALS.SI.34.a (B) Identify two to three items that are more economical (e.g., paying \$5 for a laundry detergent that will wash 50 loads of laundry is more economical than paying \$3 for a box of detergent that will only wash 10 loads, etc.).	ALS.SI.34.a (C) Identify the least expensive of two items.	
ALS.SI.34.b (A) Make decisions based on cost effectiveness (e.g., cost of eating out vs. eating at home, etc.).	ALS.SI.34.b (B) Identify the decision that is most cost effective when given two to three scenarios (e.g., when given the scenario that nearly all the money budgeted for food has been spent, choose whether to eat out or eat food that is already on hand, etc.).	ALS.SI.34.b (C) Identify the decision that is most cost effective when given a scenario (e.g., when given the scenario that nearly all the money budgeted for food has been spent, choose whether to eat out or eat food that is already on hand, etc.).	
ALS.SI.34.c (A) Differentiate between necessary and unnecessary expenditures.	ALS.SI.34.c (B) Identify two to three necessary expenditures from given choices or scenarios (e.g., pay electric bill or pay to upgrade phone, etc.).	ALS.SI.34.c (C) Identify a necessary expenditure from given choices or scenarios (e.g., pay electric bill or pay to upgrade phone, etc.).	
ALS.SI.34.d (A) Identify a savings goal.	ALS.SI.34.d (B) Identify two to three reasons for saving money (e.g., to buy a car, to go on a trip, to buy a gift for someone, etc.).	ALS.SI.34.d (C) Identify a reason for saving money (e.g., to buy a car, to go on a trip, to buy a gift for someone, etc.).	

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

<p>Real World Connections:</p> <ul style="list-style-type: none">• Compare prices while shopping.• Create a budget based on wants and needs.• Create a plan to save money.	<p>Vocabulary:</p> <ul style="list-style-type: none">• Budget• Compare• Expenses• Goal• Need• Purchase• Save• Wants
<p>Resources:</p> <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ National Technical Assistance Center on Transition (transitionta.org)<ul style="list-style-type: none">▪ Using Progressive Time Delay to Teach Selecting Lower Price○ VISA Practical Money Skills (practicalmoneyskills.com)<ul style="list-style-type: none">▪ Comparison Shopping Teacher Guide▪ Comparison Shopping Student Activities▪ Lessons: Special Needs• Videos<ul style="list-style-type: none">○ YouTube by Brie Holtrop<ul style="list-style-type: none">▪ Visual Budgeting Strategy for Special Education○ YouTube by Learn with Mrs. B<ul style="list-style-type: none">▪ The Difference Between a Need and Wants○ YouTube by TeachMeAboutMoney<ul style="list-style-type: none">▪ Needs vs. Wants	

Standard	Performance Objectives	
ALS.SC.9 Practice self-monitoring skills.	ALS.SC.9.a Self-assess behaviors when in social settings to ensure the target behavior is being demonstrated. ALS.SC.9.b Initiate a self-monitoring routine using a student-delivered cue when in social settings. ALS.SC.9.c Initiate a self-monitoring routine to deal with unexpected events. ALS.SC.9.d Apply self-monitoring techniques to predict how effectively they will accomplish a task (e.g., ability to get to and from appointments, etc.).	
I Can Statements		
MOST COMPLEX ←————→ LEAST COMPLEX		
ALS.SC.9.a (A) Self-assess behaviors when in social settings to ensure the target behavior is being demonstrated.	ALS.SC.9.a (B) Demonstrate two to three target behaviors when in social settings (e.g., use an indiscreet way to signal when frustrated or need help instead of being disruptive, etc.).	ALS.SC.9.a (C) Identify a target behavior when in social settings (e.g., use an indiscreet way to signal when frustrated or need help instead of being disruptive, etc.).
ALS.SC.9.b (A) Initiate a self-monitoring routine using a student-delivered cue when in social settings.	ALS.SC.9.b (B) Initiate a self-monitoring routine using a nonverbal cue from a peer or teacher when in social settings (e.g., before getting up, student receives nod from teacher, etc.).	ALS.SC.9.b (C) Identify a nonverbal cue used for self-monitoring (e.g., a head nod signifies that target behavior is being demonstrated, etc.).
ALS.SC.9.c (A) Initiate a self-monitoring routine to deal with unexpected events.	ALS.SC.9.c (B) Identify two to three unexpected events that require a self-monitoring routine (e.g., a change in schedule, spilling a drink in public, someone breaking in a line, etc.).	ALS.SC.9.c (C) Identify an unexpected event that requires a self-monitoring routine (e.g., a change in schedule, spilling a drink in public, someone breaking in a line, etc.).
ALS.SC.9.d (A) Apply self-monitoring techniques to predict how effectively they will accomplish a task (e.g., ability to get to and from appointments, etc.).	ALS.SC.9.d (B) Identify two to three self-monitoring techniques to predict how effectively they will accomplish a task (e.g., use a checklist, set a timer, etc.).	ALS.SC.9.d (C) Identify a self-monitoring technique to predict how effectively it will accomplish a task (e.g., use a checklist, set a timer, etc.).

COURSE: Life Skills Development IV
DOMAIN: Social and Communication
CONCEPT: Self-Management

<p>Real World Connections:</p> <ul style="list-style-type: none">• Practice modeling the appropriate responses for unexpected events (e.g., bumping into someone in line, spilling a drink, responding to a change in schedule, etc.).• Self-identify target behaviors that may be disruptive to self or others.	<p>Vocabulary:</p> <ul style="list-style-type: none">• Checklist• Disruptive• Frustrated• Self-assess• Self-monitoring• Timer
<p>Resources:</p> <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ Intervention Central by Jim Wright (interventioncentral.org)<ul style="list-style-type: none">▪ How to: Teach Students to Change Behaviors Through Self-Monitoring○ Frederick County Public Schools, Maryland (education.fcps.org)<ul style="list-style-type: none">▪ Visual Tools to Support Behavior, Self-Regulation, and Independence SEIA Symposium○ The Watson Institute (thewatsoninstitute.org)<ul style="list-style-type: none">▪ Special Education Tool to Teach Self-Monitoring○ PBIS World (pbisworld.com)<ul style="list-style-type: none">▪ Self-Monitoring	

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

Standard		Performance Objectives		
ALS.SC.10 Demonstrate awareness of social activities, social skills, and the benefits of social interaction.		ALS.SC.10.a Demonstrate the social skills needed to interact with others in a social setting (e.g., be patient, be respectful, listen, talk positively about others, be friendly, etc.). ALS.SC.10.b Identify personal strengths and needs in social interactions (e.g., be a good listener, eye contact, etc.). ALS.SC.10.c Identify the positives of social interaction and the consequences of isolation (e.g., feelings of belonging, acceptance, and confidence, etc.). ALS.SC.10.d Identify ways to increase participation in social activities (e.g., assertiveness, good listening skills, willingness to compromise, etc.). ALS.SC.10.e Recognize the body language of others in various social settings (e.g., dating, conversations, etc.).		
I Can Statements				
MOST COMPLEX ←		→ LEAST COMPLEX		
ALS.SC.10.a (A) Demonstrate the social skills needed to interact with others in a social setting (e.g., be patient, be respectful, listen, talk positively about others, be friendly, etc.).	ALS.SC.10.a (B) Identify three to four social skills needed to interact with others in a social setting (e.g., be patient, be respectful, listen, talk positively about others, be friendly, etc.).	ALS.SC.10.a (C) Identify one to two social skills needed to interact with others in a social setting (e.g., be patient, be respectful, listen, talk positively about others, be friendly, etc.).		
ALS.SC.10.b (A) Identify personal strengths and needs in social interactions (e.g., be a good listener, eye contact, personal space, etc.).	ALS.SC.10.b (B) Identify two to three personal strengths and needs in social interactions (e.g., be a good listener, eye contact, personal space, etc.).	ALS.SC.10.b (C) Identify a personal strength or need in social interactions (e.g., be a good listener, eye contact, personal space, etc.).		
ALS.SC.10.c (A) Identify the positives of social interaction and the consequences of isolation (e.g., feelings of belonging, acceptance, and confidence, etc.).	ALS.SC.10.c (B) Identify two to three positives of social interaction and the consequences of isolation (e.g., feelings of belonging, acceptance, and confidence, etc.).	ALS.SC.10.c (C) Identify a positive of social interaction (e.g., feelings of belonging, acceptance, and confidence, etc.).		
ALS.SC.10.d (A) Identify ways to increase participation in social activities (e.g., assertiveness, good listening skills, willingness to compromise, etc.).	ALS.SC.10.d (B) Identify two to three ways to increase participation in social activities (e.g., assertiveness, good listening skills, willingness to compromise, etc.).	ALS.SC.10.d (C) Identify a way to increase participation in social activities (e.g., assertiveness, good listening skills, willingness to compromise, etc.).		
ALS.SC.10.e (A) Recognize the body language	ALS.SC.10.e (B) Interpret the meaning of two	ALS.SC.10.e (C) Match the meaning (e.g.,		

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

<p>of others in various social settings (e.g., dating, conversations, etc.).</p>	<p>to three examples of the body language of others in various social settings (e.g., stepping back when someone gets too close, tapping fingers when bored, etc.).</p>	<p>bored, angry) to an example of body language. (e.g., tapping fingers when bored, crossing arms/frowning when angry, etc.).</p>
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Attend a social gathering (e.g., party, school dance, dinner). • Go on a date. • Determine what activity to do with friends. 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Assertiveness • Body language • Compromise • Listening skills • Personal need • Personal space • Personal strength • Social • Social activities • Social interactions • Social skills 	
<p>Resources:</p> <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ The Watson Institute (thewatsoninstitute.org) <ul style="list-style-type: none"> ▪ Special Education Social Stories ○ Contra Costa County Office of Education (cccoe.k12.ca.us) <ul style="list-style-type: none"> ▪ Social Skills Lesson Plans for Middle School ○ Teach Town, Inc. (web.teachtown.com) <ul style="list-style-type: none"> ▪ Targeted Middle School Social Skills ○ The Inclusive Class with Nicole Eredics (theinclusiveclass.com) <ul style="list-style-type: none"> ▪ 10 Ways to Teach Social Skills in Your Classroom ○ Study.com <ul style="list-style-type: none"> ▪ Body Language Lesson Plans ○ Utah Education Network Prevention Dimensions (uen.org/preventiondimensions) <ul style="list-style-type: none"> ▪ Nonverbal Communication: Distance and Space ○ Justin Patton, international speaker and executive leadership coach (justinpatton.com) <ul style="list-style-type: none"> ▪ Body Language Activities for the Classroom ○ Centervention (centervention.com) <ul style="list-style-type: none"> ▪ Body Language Activities Using Telephone Game • Videos <ul style="list-style-type: none"> ○ YouTube by watchwellcast 		

COURSE: Life Skills Development IV

DOMAIN: Social and Communication

CONCEPT: Interpersonal Skills

- [How to Apologize](#)
- YouTube by KidsTV123
 - [The Feelings Song](#)
- Mark Hutton, M.A.
 - [Expression Recognition Exercise for Kids on the Spectrum](#)
- YouTube by Erica Surace
 - [Identify the Emotions](#)

COURSE: Life Skills Development IV
 DOMAIN: Self-Determination
 CONCEPT: Self Advocacy

Standard		Performance Objectives	
ALS.SD.9 Demonstrate an awareness of individual rights.		ALS.SD.9.a Recognize that there are laws supporting the rights of individuals with disabilities. ALS.SD.9.b Demonstrate an understanding of the meaning of “age of majority” with respect to individuals with disabilities (e.g., decision-making rights, etc.). ALS.SD.9.c Practice self-advocacy to overcome barriers or prejudices experienced in social settings.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ALS.SD.9.a (A) Recognize that there are laws supporting the rights of individuals with disabilities.	ALS.SD.9.a (B) Identify two to three rights of individuals with disabilities that are supported by laws (e.g., receive services for unique needs while attending public school; cannot be discriminated against by schools, employers, and anyone offering goods to the public; etc.).	ALS.SD.9.a (C) Identify a right of individuals with disabilities that is supported by laws (e.g., receive services for unique needs while attending public school; cannot be discriminated against by schools, employers, and anyone offering goods to the public; etc.).	
ALS.SD.9.b (A) Demonstrate an understanding of the meaning of “age of majority” with respect to individuals with disabilities (e.g., decision-making rights, etc.)	ALS.SD.9.b (B) Identify two to three decisions that individuals with disabilities have the right and responsibility to make once they reach the “age of majority” in Mississippi (e.g., educational decision-making rights, planning the services and programs for the transition into adulthood, etc.).	ALS.SD.9.b (C) Identify the “age of majority” in Mississippi (e.g., age 18 for medical, age 21 for school, etc.).	
ALS.SD.9.c (A) Practice self-advocacy to overcome barriers or prejudices experienced in social settings.	ALS.SD.9.c (B) Identify two to three examples of self-advocating to overcome barriers or prejudices experienced in social settings (e.g., requesting a written copy of the policies and procedures for accommodations at a postsecondary institution, asking for accommodations, believing that you are someone worth advocating for, etc.).	ALS.SD.9.c (C) Identify a barrier or prejudice in a social setting (e.g., no ramp for wheelchair access, a need for adapted seating at a place of work, etc.).	

COURSE: Life Skills Development IV

DOMAIN: Self-Determination

CONCEPT: Self Advocacy

Real World Connections: <ul style="list-style-type: none">• Review laws related to the employment of people with disabilities.• Ask for accommodations needed in the workplace.• Seek assistance from disability rights organizations.	Vocabulary: <ul style="list-style-type: none">• Accommodations• Adaptations• Age of majority• Barriers• Discrimination• Laws• Policy• Prejudice• Rights of individuals with disabilities• Self-advocacy	
Resources: <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ Individuals with Disabilities Education Act (sites.ed.gov/idea)<ul style="list-style-type: none">▪ Sec. 300.520 Transfer of Parental Rights at Age of Majority○ U.S. Department of Education (www2.ed.gov)<ul style="list-style-type: none">▪ Disability Discrimination: Overview of the Laws○ Disability Rights Mississippi (drms.ms)<ul style="list-style-type: none">▪ Protection and Advocacy for Individuals with Developmental Disabilities○ The ARC of Mississippi (arcms.org)<ul style="list-style-type: none">▪ Programs and Services○ National Disabilities Rights Network (ndrn.org)<ul style="list-style-type: none">▪ Protection and Advocacy for People with Disabilities		

COURSE: Life Skills Development IV

DOMAIN: Transition Planning/Community Participation

CONCEPT: Personal Safety

Standard		Performance Objectives	
ALS.TP.11 Demonstrate self-protection strategies in the community (e.g., knowledge of safe areas to be in, how to carry money safely, stranger safety, etc.).		ALS.TP.11.a Demonstrate steps to follow if lost. ALS.TP.11.b Demonstrate ways to avoid, reduce, and report threatening situations (e.g., how to avoid, reduce, and report sexual assault; how to avoid unknown animals, etc.). ALS.TP.11.c Refuse and report advances by strangers and acquaintances. ALS.TP.11.d Identify ways to protect valuable items (e.g., money, cell phone, etc.).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ALS.TP.11.a (A) Demonstrate steps to follow if lost.	ALS.TP.11.a (B) Identify two to three strategies to use if lost (e.g., call 911, call an emergency contact, ask a police officer or security, use GPS, etc.).	ALS.TP.11.a (C) Identify a strategy to use if lost (e.g., call 911, call an emergency contact, ask a police officer or security, use GPS, etc.).	
ALS.TP.11.b (A) Demonstrate ways to avoid, reduce, and report threatening situations (e.g., how to avoid, reduce, and report sexual assault; how to avoid unknown animals, etc.).	ALS.TP.11.b (B) Identify two to three ways to avoid, reduce, and report threatening situations (e.g., how to avoid, reduce, and report sexual assault; how to avoid unknown animals, etc.).	ALS.TP.11.b (C) Identify a way to avoid, reduce, and report a threatening situation (e.g., how to avoid, reduce, and report sexual assault; how to avoid unknown animals, etc.).	
ALS.TP.11.c (A) Refuse and report advances by strangers and acquaintances.	ALS.TP.11.c (B) Identify two to three ways to refuse and report advances by strangers and acquaintances (e.g., run away, call a parent/guardian, tell someone, call 911, etc.).	ALS.TP.11.c (C) Identify one example of an unwanted advance by a stranger or acquaintance (e.g., inappropriate touching, sexual advance, physical or verbal abuse, etc.).	
ALS.TP.11.d (A) Identify ways to protect valuable items (e.g., money, cell phone, etc.).	ALS.TP.11.d (B) Identify two to three ways to protect valuable items (e.g., money, cell phone, etc.).	ALS.TP.11.d (C) Identify a way to protect valuable items (e.g., money, cell phone, etc.).	
Real World Connections: <ul style="list-style-type: none"> • Role-play strategies to use when lost. • Use social stories to discuss sexual assault and stranger danger. 		Vocabulary: <ul style="list-style-type: none"> • Acquaintance • Emergency • Report • Sexual abuse • Stranger • Threatening situation • Valuable • Valuable items 	
Resources:			

COURSE: Life Skills Development IV

DOMAIN: Transition Planning/Community Participation

CONCEPT: Personal Safety

- **Websites, articles, and other collections**

- Free-for-kids (free-for-kids.com)
 - [Stranger Danger Worksheets](#)
- National Technical Assistance Center on Transition (transitionta.org)
 - [Student Development Life Skills](#)
- Transition Coalition, University of Kansas Department of Special Education (transitioncoalition.org)
 - [Free Lesson Plans for Transition](#)
- Special Learning, Inc. (special-learning.com)
 - [Safety Skills: Why They are Important and Ideas About How to Teach Them](#)
- Friendship Circle of Michigan (friendshipcircle.org)
 - [10 Medical Alert Options for Families with Special Needs](#)
- Virginia Commonwealth University Autism Center for Excellence (vcuautismcenter.org)
 - [Community Based Functional Skills Assessment for Transition Aged Youth with Autism Spectrum Disorder](#)
- Autism Speaks (autismspeaks.org)
 - [Safety Products and Services](#)
 - [Information for First Responders](#)
- The Arc of Northern Virginia (thearcofnova.org)
 - [Developing Positive Interactions for People with Developmental Disabilities and First Responders, Police, and the Justice System: A Guide for People with Developmental Disabilities and Their Loved Ones](#)

COURSE: Life Skills Development IV

DOMAIN: Transition Planning/Community Participation

CONCEPT: Personal Safety

Standard		Performance Objectives	
ALS.TP.12 Identify the need for rules and abiding by the law.		ALS.TP.12.a Demonstrate an awareness of the relationship between rules, laws, safety, and the protection of individual rights.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ALS.TP.12.a (A) Demonstrate an awareness of the relationship between rules, laws, safety, and the protection of individual rights.	ALS.TP.12.a (B) Identify two to three rules or laws that protect individual rights and/or safety (e.g., seat belt laws are in place to help reduce the risk of injury in an automobile accident, discrimination laws are in place to ensure that people with disabilities are given the same opportunities as others, etc.).	ALS.TP.12.a (C) Identify a rule or law that protects individual rights and/or safety (e.g., seat belt laws are in place to help reduce the risk of injury in an automobile accident, discrimination laws are in place to ensure that people with disabilities are given the same opportunities to as others, etc.).	
Real World Connections: <ul style="list-style-type: none"> • Obey traffic laws while on school trips. • Wear a seatbelt when riding in an automobile. • Practice tolerance and nondiscrimination. • Know their individual rights. 		Vocabulary: <ul style="list-style-type: none"> • Abide • Discrimination • Law • Nondiscrimination • Protection • Rights • Rules • Safety • Tolerance 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Civics and Citizenship Education (civicsandcitizenship.edu.au/cce) <ul style="list-style-type: none"> ▪ What is a rule and what is a law? ○ Understood for All, Inc. (understood.org) <ul style="list-style-type: none"> ▪ ADA: Protecting Your Child's Civil Rights ○ National Education Association (nea.org) <ul style="list-style-type: none"> ▪ Human Rights Lesson Plan Library ○ Equality and Human Rights Commission (equalityhumanrights.com) <ul style="list-style-type: none"> ▪ The Human Rights Act • Videos 			

COURSE: Life Skills Development IV

DOMAIN: Transition Planning/Community Participation

CONCEPT: Personal Safety

- YouTube by Blank Children's Hospital
 - [Seat Belt Safety for Teens](#)
- YouTube by Pop'n'Olly
 - [Discrimination Explained for Kids](#)

COURSE: Life Skills Development IV

DOMAIN: Transition Planning/Community Participation

CONCEPT: Transition Planning

Standard		Performance Objectives	
ALS.TP.13 Identify persons or services to assist with independent living options after high school.		ALS.TP.13.a Identify community supports offered by community and state agencies (e.g., Division of Rehabilitation Services, Social Services, transportation services, Social Security, etc.). ALS.TP.13.b Identify available, affordable, and appropriate living options. ALS.TP.13.c Identify income and health care support programs.	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
ALS.TP.13.a (A) Identify community supports offered by community and state agencies (e.g., Division of Rehabilitation Services, Social Services, transportation services, Social Security, etc.)	ALS.TP.13.a (B) Identify two to three support services offered by community and state agencies (e.g., vocational evaluations, counseling and guidance, educational assistance, job training, job placement, access to assistive technology, etc.).	ALS.TP.13.a (C) Identify a support service offered by community and state agencies (e.g., vocational evaluations, counseling and guidance, educational assistance, job training, job placement, access to assistive technology, etc.).	
ALS.TP.13.b (A) Identify available, affordable, and appropriate living options.	ALS.TP.13.b (B) Identify two to three available, affordable, and appropriate living options (e.g., living with parents or other family members, Section 8 housing, group homes/supportive housing, assisted living facilities, etc.).	ALS.TP.13.b (C) Identify an available, affordable, and appropriate living option (e.g., living with parents or other family members, Section 8 housing, group homes/supportive housing, assisted living facilities, etc.).	
ALS.TP.13.c (A) Identify income and health care support programs.	ALS.TP.13.c (B) Identify two to three income and health care support programs (e.g., Supplemental Security Income (SSI), TRIO Student Support Services, tax help for persons with disabilities, Medicaid, etc.).	ALS.TP.13.c (C) Identify an income or health care support program (e.g., Supplemental Security Income (SSI), TRIO Student Support Services, tax help for persons with disabilities, Medicaid, etc.).	
Real World Connections: <ul style="list-style-type: none"> • Schedule appointments (e.g., doctor, dentist, Social Security office, etc.) • Secure transportation to attend appointments. • Solicit services from various community supports (SSI, TRIO, Medicaid, etc.). 		Vocabulary: <ul style="list-style-type: none"> • Assisted living facility • Assistive technology • Community supports • Counseling • Division of Rehabilitation Services • Medicaid • Social Security • Supplemental Security Income (SSI) • TRIO Student Support Services 	

COURSE: Life Skills Development IV

DOMAIN: Transition Planning/Community Participation

CONCEPT: Transition Planning

- Group home

Resources:

- **Websites, articles, and other collections**

- Benefits.gov
 - [Health Care and Medical Assistance](#)
- Mississippi Department of Rehabilitative Services (mdrs.ms.gov)
 - [Overview of Services and Programs](#)
- Social Security Administration (ssa.gov)
 - [Supplemental Security Income Home Page—2020 Edition](#)

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

Standard	Performance Objectives	
ALS.TP.14 Utilize community resources.	ALS.TP.14.a Utilize postal services (e.g., collect mail, buy stamps, mail a letter, prepare and send packages, etc.). ALS.TP.14.b Utilize library services (e.g., check out and return books, properly care for books, return books before they are overdue, etc.). ALS.TP.14.c Utilize banking services (e.g., ATM, deposits, withdrawals, etc.). ALS.TP.14.d Utilize a laundromat (e.g., get change for machines or use a prepaid card, stay with clothes, carry clothes there and back, etc.).	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
ALS.TP.14.a (A) Utilize postal services (e.g., collect mail, buy stamps, mail a letter, prepare and send packages, etc.).	ALS.TP.14.a (B) Identify two to three services provided by postal services (e.g., deliver/send mail, sell stamps, prepare and send packages, etc.).	ALS.TP.14.a (C) Identify a service provided by postal services (e.g., deliver/send mail, sell stamps, prepare and send packages, etc.).
ALS.TP.14.b (A) Utilize library services (e.g., check out and return books, properly care for books, return books before they are overdue, etc.).	ALS.TP.14.b (B) Identify two to three services provided by libraries (e.g., check out books, internet access, audio books, etc.).	ALS.TP.14.b (C) Identify a service provided by libraries (e.g., check out books, internet access, audio books, etc.).
ALS.TP.14.c (A) Utilize banking services (e.g., ATM, deposits, withdrawals, etc.).	ALS.TP.14.c (B) Identify two to three services provided by banks (e.g., ATM, deposits, withdrawals, checking and savings accounts, loans, etc.).	ALS.TP.14.c (C) Identify a service provided by banks (e.g., ATM, deposits, withdrawals, checking and savings accounts, loans, etc.).
ALS.TP.14.d (A) Utilize a laundromat (e.g., get change for machines or use a prepaid card, stay with clothes, carry clothes there and back, etc.).	ALS.TP.14.d (B) Identify two to three tasks associated with using a laundromat (e.g., wash and dry clothes, get change for machines or use a prepaid card, stay with clothes, carry clothes there and back, etc.).	ALS.TP.14.d (C) Identify a task associated with using a laundromat (e.g., wash and dry clothes, get change for machines or use a prepaid card, stay with clothes, carry clothes there and back, etc.).

COURSE: Life Skills Development IV

DOMAIN: Transition Planning/Community Participation

CONCEPT: Community Participation

Real World Connections:

- Mail a letter or package.
- Check out a library books.
- Withdraw or deposit money from bank.
- Wash and dry clothes at laundromat using change or card.

Vocabulary:

- Account number
- ATM
- Balance
- Deposit
- FedEx
- Laundromat
- Overdue
- United States Postal Service
- Void
- Withdraw

Resources:

• **Websites, articles, and other collections**

- U.S. Postal Service (usps.com)
 - [USPS home page](#)
- United Parcel Service (ups.com)
 - [UPS global home](#)
- Federal Express (fedex.com)
 - [FedEx home page](#)
- BDS Laundry Commercial Solutions (bdslaundry.com)
 - [How to Use Commercial Laundry Machines](#)
- Finance in the Classroom (financeintheclassroom.org)
 - [Checking Unit with Lesson Plans](#)
- VISA Practical Money Skills (practicalmoneyskills.com)
 - [Using Banking Services – Teacher Guide](#)
 - [Using Banking Services – Student Guide](#)
 - [Lessons: Special Needs](#)

• **Videos**

- YouTube by South Florida PBS
 - [How to Mail a Letter | Post Office Field Trip | KidVision Pre-K](#)
- YouTube by Daryl Turcott
 - [How to Use the USPS Self-Serve Kiosk at the Post Office](#)
- YouTube by Twes Pta
 - [Library Rules](#)

Appendix A: Vocabulary

Abide: Accept or act in accordance with a rule, decision, or recommendation

Access: Freedom or ability to obtain or make use of something

Accommodations: An adjustment made in a system to accommodate or make fair the same system for an individual based on a proven need. That need can vary, and accommodations can be religious, physical, mental or emotional, academic, or employment related and are often mandated by law.

Account number: A unique string of numbers and, sometimes, letters and other characters that identifies the owner of a service and permits access to it

Acne: A disorder of the skin caused by inflammation of the skin glands and hair follicles

Acquaintance: The state of being acquainted. A person known to one.

Action steps: A detailed plan outlining actions needed to reach one or more goals

Adaptations: The act or process of adapting; an adjustment to environmental conditions

Age of majority: The legally defined age at which a person is considered an adult, with all the attendant rights and responsibilities of adulthood. The age of majority is defined by state laws, which vary by state, but is 18 in most states. Rights acquired upon reaching the age of majority include the rights to vote and consent to marriage, among others. However, the right to vote is 18 nationwide under the 26th Amendment to the Constitution, regardless of the state laws. It is the age at which one becomes a legal adult and gains full legal rights. It is also the age at which a person is liable for his or her own actions, such as contractual obligations or liability for negligence. In general, a parental duty of support to a child ceases when the child reaches the age of majority. The age of majority may be relevant in matters, among others, such as guardianships, defining the head of households, legal standing to bring lawsuits, foster care, alcohol purchases, emancipation, licensing, and marriage. Rules vary by institution.

Agree: Have the same opinion about something; concur

Alert: The state of being watchful for possible danger; quick to notice any unusual and potentially dangerous or difficult circumstances

Alternative: One of two or more available possibilities

Ambulance: A vehicle equipped for transporting the injured or sick

Anger: A strong feeling of annoyance, displeasure, or hostility

Appliance: A piece of equipment for adapting a tool or machine to a special purpose; an instrument or device designed for a particular use or function

Appointment: An arrangement to meet someone at a particular time and place.

Apps: A computer program or software application designed to run on a mobile device such as a phone, tablet, computer, or watch

Assertiveness: Confident and forceful behavior

Assisted living facility: A housing facility for people with disabilities or for adults who cannot or who choose not to live independently

Assistive technology: Assistive, adaptive, and rehabilitative devices for people with disabilities or the elderly population

ATM: Refers to an automated teller machine, a machine that dispenses cash or performs other banking services when an account holder inserts a bank card.

Authority: The power or right to give orders, make decisions, and enforce obedience

Automated: Operated by largely automatic equipment

Backpack: A pack that is usually supported by an aluminum frame and carried on the back

Bad breath: A noticeably unpleasant breath odor is present.

Balance: An even distribution of weight enabling someone or something to remain upright and steady

Bangs: Strands or locks of hair that fall over the scalp's front hairline to cover the forehead

Bank: A financial establishment that invests money deposited by customers, pays it out when required, makes loans at interest, and exchanges currency

Bank teller: An employee of a bank who deals directly with customers. In some places, this employee is known as a cashier or customer representative. Most teller jobs require experience with handling cash and a high school diploma. Most banks provide on-the-job training.

Barber: A person whose occupation is mainly to cut, dress, groom, style and shave men's and boys' hair or beards

Barriers: An obstacle that prevents movement or access

Bedding sizes: Standard bed sizes are based on standard mattress sizes, which vary from country to country (e.g., twin, full, standard, queen, king, etc.).

Bills: An amount of money owed for goods supplied or services rendered, set out in a printed or written statement of charges

Birthday: The anniversary of the birth of a person, or figuratively of an institution

Body language: A type of a nonverbal communication in which physical behaviors, as opposed to words, are used to express or convey the information. Such behavior includes facial expressions, body posture, gestures, eye movement, touch and the use of space. Body language exists in both animals and humans and is also known as kinesics.

Bowls: A round, deep dish or basin used for food or liquid

Bra: A form-fitting undergarment designed to support or cover the wearer's breasts.

Brush: An implement with a handle, consisting of bristles, hair, or wire set into a block, used for cleaning or scrubbing, applying a liquid or powder to a surface, arranging the hair, or other purposes

Budget: An estimate of income and expenditure for a set period of time

Buffet: A meal-service system in which food is placed in a public area where the diners serve themselves

Button: A small disk or knob sewn onto a garment to either fasten it or for decoration

Buy one, get one: A common form of sales promotion where you buy one item and can get a second one of equal or lesser value for free.

Calendar: A system of organizing days for social, religious, commercial, or administrative purposes. This is done by giving names to periods of time, typically days, weeks, months, and years. A date is the designation of a single, specific day within such a system. A calendar is also a physical record (often paper) of such a system. A calendar can also mean a list of planned events.

Calm: Not showing or feeling nervousness, anger, or other strong emotions

Calories: The energy needed to raise the temperature of 1 kilogram of water through 1° C, equal to 1,000 small calories and often used to measure the energy value of foods

Can opener: A tool for opening cans of food

Cancel: Decide or announce that (a planned event) will not take place

Capabilities: The power or ability to do something

Carbohydrates: Any of a large group of organic compounds occurring in foods and living tissues and including sugars, starch, and cellulose. They contain hydrogen and oxygen in the same ratio as water (2:1) and typically can be broken down to release energy in the animal body.

Careers: An occupation undertaken for a significant period of a person's life and with opportunities for progress

Cavity: A hole in a tooth or dental cavity caused by decay

Certification: The action or process of providing someone or something with an official document attesting to a status or level of achievement

Chapstick: A small stick of a cosmetic substance used to prevent chapping of the lips

Check: A document that orders a bank to pay a specific amount of money from a person's account to the person in whose name the check has been issued.

Checklist: A type of job aid used to reduce failure by compensating for potential limits of human memory and attention. It helps to ensure consistency and completeness in carrying out a task. A basic example is the "to-do list."

Citizen: A legally recognized subject or national of a state or commonwealth, either native or naturalized

Clear: To remove objects from a table.

Closet: An enclosed space used for storage, particularly that of clothes

Clothing: Garments one wears to cover the body

Comb: A strip of plastic, metal, or wood with a row of narrow teeth that is used for untangling or arranging the hair

Comforter: A type of bedding made of two lengths of fabric or covering sewn together and filled with insulative materials for warmth, traditionally down or feathers, wool or cotton batting, silk, or polyester and other down alternative fibers

Community: A group of people living in the same place or having a particular characteristic in common

Community rehabilitation center: A place that one can go to focus on rebuilding relationships, learn how to live independently, and receive occupational and educational resources

Community service: Voluntary work intended to help people in a particular area

Community supports: Services and supports—such as government and other institutional services and supports— provided to enable people who have disabilities to participate in society and community life

Compare: To estimate, measure, or note similarity or dissimilarity

Compromise: An agreement or settlement of a dispute that is reached by each side making concessions

Computer: An electronic device for storing and processing data, typically in binary form, according to instructions given to it in a variable program

Conditioner: A substance or appliance used to improve or maintain something's condition

Cope: To deal effectively with something difficult

Counseling: The provision of assistance and guidance in resolving personal, social, or psychological problems and difficulties, especially by a professional

Coupon: A voucher entitling the holder to a discount for a particular product

Crosswalk: A marked part of a road where pedestrians have right of way to cross

Cultural differences: The various beliefs, behaviors, languages, practices, and expressions considered unique to members of a specific ethnicity, race, or national origin. Some examples of cultural differences as they pertain to the workplace include employees who are younger or older than their coworkers, employees who hold higher degrees than others in the workplace, and individuals who grew up in either metropolitan areas or small towns.

Curbside pickup: Ordering items from a store or restaurant to pick up curbside instead of going into the business

Current: Belonging to the present time; happening or being used or done now

Customer service: The provision of service to customers before, during, and after a purchase. The perception of success of such interactions is dependent on employees “who can adjust themselves to the personality of the guest.”

Cyber Bullying: A form of bullying or harassment using electronic means. Cyberbullying and cyberharassment are also known as online bullying. It has become increasingly common, especially among teenagers, as the digital sphere has expanded and technology has advanced.

Days of the week: The seven-day week is the international standard week (ISO 8601) used by the majority of the world (e.g., Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday).

Decision: A conclusion or resolution reached after consideration

Decision maker: A person who makes important decisions

Delivery: The action of delivering letters, packages, or ordered goods

Dentist: A person whose profession deals with the prevention and treatment of diseases and malformations of the teeth, gums, and oral cavity and the removal, correction, and replacement of decayed, damaged, or lost parts. This includes such operations as the filling and crowning of teeth, the straightening of teeth, and the construction of artificial dentures.

Dependable: Trustworthy and reliable

Deposit: A sum of money placed or kept in a bank account

Depression: A mood disorder that causes a persistent feeling of sadness and loss of interest

Dietary restrictions: How people's dietary choices are affected by a variety of factors (e.g., ethical and religious beliefs, clinical need, a desire to control weight, allergies, etc.)

Digital: Showing the time by means of displayed digits rather than hands or a pointer

Diploma: A certificate awarded by an educational establishment to show that someone has successfully completed a course of study

Disability rights: Federal laws that provide protection from widespread discrimination, segregation, and exclusion

Disagree: To have or express a different opinion

Disappointment: Sadness or displeasure caused by the nonfulfillment of one's hopes or expectations

Discrimination: The unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex

Dishwashing detergent: A detergent made for washing dishes in a dishwasher. Dishwasher detergent is different from dishwashing liquid made to wash dishes by hand.

Disinfectant: A chemical liquid that destroys bacteria

Disruptive: Causing or tending to cause disruption

Division of Rehabilitation Services: A branch of the government serving individuals with disabilities

Drain: Cause the water or other liquid in (something) to run out, leaving it empty, dry, or drier

Drawer: A box-shaped storage compartment without a lid, made to slide horizontally in and out of a desk, chest, or other piece of furniture

Drought: A prolonged period of abnormally low rainfall that leads to a shortage of water

Early: Happening or done before the usual or expected time

Electrical Cord: A power cord, line cord, or mains cable that temporarily connects an appliance to the mains electricity supply via a wall socket or extension cord

Electrician: A tradesman specializing in electrical wiring of buildings, transmission lines, stationary machines, and related equipment. Electricians may be employed in the installation of new electrical components or the maintenance and repair of existing electrical infrastructure.

Elevators: A type of vertical transportation machine that moves people or freight between floors, levels, or decks of a building, vessel, or other structure

Email: Short for electronic mail, email is a method of exchanging messages (“mail”) between people using electronic devices.

Emergency: A serious, unexpected, and often dangerous situation requiring immediate action

Emergency exit: A special exit for emergencies. The combined use of regular and special exits allows for faster evacuation, and it also provides an alternative if the route to the regular exit is blocked by fire, etc.

Employment: A relationship between two parties, usually based on a contract where work is paid for, where one party, which may be a corporation, for profit, not-for-profit organization, co-operative, or other entity is the employer and the other is the employee. Employees work in return for payment, which may be in the form of an hourly wage, by piecework or an annual salary, depending on the type of work an employee does or which sector they are working in.

Enter: Come or go into a place

Escalators: Moving staircases which carry people between floors of a building. They consist of a motor-driven chain of individually linked steps on a track which cycle on a pair of tracks to keep them horizontal.

Estimate: Roughly calculate or judge the value, number, quantity, or extent

Exit: A way out, especially of a public building, room, or passenger vehicle

Expenses: The cost required for something; the money spent on something

Express checkout: A checkout lane for people with only a small number of items to check that allows for a more rapid checkout process.

Facial expressions: One or more motions or positions of the muscles beneath the skin of the face. According to one set of controversial theories, these movements convey the emotional state of an individual to observers. Facial expressions are a form of nonverbal communication.

Family: The basic unit in society traditionally consisting of two parents rearing their children

Fat: A person or animal having a large amount of excess flesh

Faucet: A device by which a flow of liquid or gas from a pipe or container can be controlled; a tap

FedEx: An American multinational delivery service company headquartered in Memphis, Tennessee. The name “FedEx” is a syllabic abbreviation of the name of the company's original air division, Federal Express, which was used from 1973 until 2000.

Fingernail clippers: Tools that you use to clip your fingernails

Fingernails: A keratinous envelope covering the tips of the fingers and toes in most primates. Nails evolved from claws found in other animals. Fingernails and toenails are made of a tough protective protein called alpha-keratin which is found in the hooves, hair, claws, and horns of vertebrates.

Fire alarm: A number of devices working together to detect and warn people through visual and audio appliances when smoke, fire, carbon monoxide, or other emergencies are present. These alarms may be activated automatically from smoke detectors and heat detectors or may also be activated via manual fire alarm activation devices such as manual call points or pull stations.

Fitted sheet: A sheet laid above the mattress that bed occupants lie on. A fitted sheet has been sewn to form a large pocket around the top, sides, and bottom edge of a mattress in the hem to stop it slipping off the bottom of the mattress.

Flat sheet: An ordinary sheet for a bed as distinct from a fitted one

Flatware: Eating utensils such as knives, forks, and spoons

Floss: To clean between one's teeth with dental floss

Flower bed: A gardening spot where flowers are grown and displayed

Fold: Bend something flexible and relatively flat over on itself so that one part of it covers another

Food pyramid: A representation of the optimal number of servings to be eaten daily from each of the basic food groups. The 1992 pyramid introduced by the United States Department of Agriculture was called the "Food Guide Pyramid" or "Eating Right Pyramid." It was updated in 2005 to "MyPyramid" and then replaced by "MyPlate" in 2011.

Foot odor: An unpleasant body odor that affects the feet of humans

Freezer: An appliance designed to keep food frozen to preserve it

Friends: A person whom one knows and with whom one has a bond of mutual affection, typically exclusive of sexual or family relations

Frustrated: Feeling or expressing distress and annoyance, especially because of inability to change or achieve something

Full-service: Offering or providing a wide range of services related to the basic line of business, such as when a filling station changes tires or makes car repairs in addition to selling gasoline

Functional: Having a special activity, purpose, or task; relating to the way in which something works or operates

Garbage disposal: A device, usually electrically powered, installed under a kitchen sink between the sink's drain and the trap. The disposal unit shreds food waste into pieces small enough to pass through plumbing.

Garden: A planned space, usually outdoors, set aside for the display, cultivation, or enjoyment of plants and other forms of nature. The garden can incorporate both natural and man-made materials. The most common form today is a residential garden, but the term garden has traditionally been a more general one.

Garden hose: A flexible tube used to convey water. There are a number of common attachments available for the end of the hose, such as sprayers and sprinklers. Hoses are usually attached to a hose spigot or tap.

Germ: Microorganism, especially ones which cause disease

Girlfriend/Boyfriend: A male or female acquaintance, often specifying a companion with whom one is platonic or romantically involved. Normally a short-term committed relationship. Also sometimes called an admirer, beau, suitor, and sweetheart.

Goal: The object of a person's ambition or effort; an aim or desired result

Goods: Merchandise or possessions

Government services: Services provided by government to people living within its jurisdiction, either directly or by financing provision of services

Grief: Deep sorrow, especially that caused by someone's death

Group home: A residence often with medical care for those with complex health needs. Traditionally, the model has been used for children or young people who cannot live with their families or afford their own homes, people with chronic disabilities who may be adults or seniors, or

people with dementia and related aged illnesses. Typically, there are no more than six residents, and there is at least one trained caregiver there 24 hours a day.

Gutter: A trough fixed under or along the eaves for draining rainwater from a roof. Also called an eavestrough, rainspout, or spouting.

Hairdryer: An electrical device, usually held in the hand, that blows out hot air and is used for drying a person's hair

Hairstyle: The style in which someone's hair is cut and arranged

Hammer: A tool consisting of a piece of metal with a flat end that is fixed onto the end of a long, thin, usually wooden handle that is used for hitting things.

Hanger: A curved piece of wire, wood, or plastic on which clothes are hung while they are being stored

Healthy: Showing that you are strong and well; good for your health.

Hem: The edge of a piece of cloth (e.g., the bottom edge of a skirt or dress) that is folded over and sewn so that it does not develop loose threads

Holiday: A time when someone does not go to work or school but is free to do what they want, such as travel or relax

Identification card: A card that shows or proves who you are

Important information: Information that is of great value

Inappropriate websites: Websites that are not suitable or proper for an individual to surf

Income: Money earned from doing work or received from investments

Independent living: Allowing people with disabilities who desire a support system to reach their greatest potential and independence. Empowering people with disabilities to live productive, rewarding lives with pride and dignity.

Individual: A single person or thing, especially when compared to the group or set to which they belong

Information: Facts about a situation, person, event, etc.

Ingredients: Foods that are used with other foods in the preparation of a particular dish.

Insect Repellent: A substance applied to the skin, clothing, or other surfaces that discourages insects (and arthropods in general) from landing or climbing on that surface and from biting.

Iron: A chemical element that is a common greyish-colored metal. It is strong, used in making steel, and exists in very small amounts in blood.

Ironing board: A board used to make ironing and pressing clothing easier

Irrelevant: Not related to what is being discussed or considered and therefore not important

Judgement: The ability to make considered decisions or come to sensible conclusions

Label: A piece of paper, plastic film, cloth, metal, or other material affixed to a container or product on which printed information or symbols about the product or item is written. Information printed directly on a container or article can also be considered labeling.

Landmark: A recognizable natural or artificial feature used for navigation; a feature that stands out from its near environment and is often visible from long distances. In modern use, the term can also be applied to smaller structures or features that have become local or national symbols

Late: Happening or being near the end of a period of time

Laundromat: A place where you pay to use machines that wash and dry clothes

Laundry basket: A container used to store clothes that are dirty before they are washed

Law: A rule, usually made by a government, that is used to order the way in which a society behaves

Law enforcement: Any system by which some members of government act in an organized manner to enforce the law by discovering, deterring, rehabilitating, or punishing people who violate the rules and norms governing that society. Although the term encompasses police, courts, and corrections, it is most frequently applied to those who directly engage in patrols or surveillance to dissuade and discover criminal activity, and those who investigate crimes and apprehend offenders, a task typically carried out by the police, sheriff, or another law enforcement organization.

Lawn: An area of grass, especially near a house or in a park, that is cut regularly to keep it short

Lawn mower: A machine used for cutting grass

Light bulb: A rounded glass container with a thin thread of metal inside that produces light when an electric current goes through it

Light switch: A switch most commonly used to operate electric lights, permanently connected equipment, or electrical outlets

Limitations: The act of controlling, and especially reducing, something

Listening skills: The ability to accurately receive and interpret messages in the communication process

Litter: Small pieces of rubbish that have been left lying on the ground in public places

Littering: Leaving trash lying about instead of putting it in the garbage (e.g., throwing trash on the ground or out of the car, etc.)

Maintenance: The work needed to keep a road, building, machine, etc. in good condition

Measuring cups: A container used for measuring liquids or other foods

Measuring spoons: Spoons used for measuring liquids or dry ingredients (e.g., tablespoon, teaspoon, etc.).

Medicaid: A government service in the United States that allows poor people to receive medical treatment

Mend: To repair something that is broken or damaged

Menu: A list of the food that you can eat in a restaurant

Microwave: An electric oven that uses waves of energy to cook or heat food quickly

Mixing spoons: Spoons used to stir and mix ingredients

Moisturizing: To put a special substance on your skin to stop it from becoming dry

Month: A period of about four weeks, especially one of the 12 periods into which a year is divided

Months of the year: Twelve periods of time that divide a year (i.e., January, February, March, April, May, June, July, August, September, October, November, December)

Morale: The amount of confidence felt by a person or group of people, especially when in a dangerous or difficult situation

Mouthwash: A liquid used for keeping the mouth clean and smelling fresh

Napkin: A small, square piece of cloth or paper used while eating to protect clothing or to clean the mouth or fingers

Need: To have to have something, or to want something very much.

Needle: A thin metal pin, used in sewing, that is pointed at one end and has a hole called an eye at the other end for thread

Netiquette: The set of rules about behavior that is acceptable on the internet

Nondiscrimination: Seeking to guarantee that human rights are exercised without discrimination of any kind based on race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status such as disability, age, marital and family status, sexual orientation and gender identity, health status, place of residence, and economic and social situation.

Nonverbal communication: The nonlinguistic transmission of information through visual, auditory, tactile, and kinesthetic (physical) channels. Nonverbal communication is the transmission of messages or signals through a nonverbal platform such as eye contact, facial expressions, gestures, posture, etc.

Objective: Something that you plan to do or achieve

Obstacles: Something that blocks you so that movement or action is prevented or made more difficult

Office for Civil Rights: A sub-agency of the U.S. Department of Education that is primarily focused on enforcing civil rights laws prohibiting schools from engaging in discrimination on the basis of race, color, national origin, sex, disability, age, or membership in patriotic youth organizations

On time: Used to describe something that arrives, happens, or is done when it should and is not late

Online shopping: A form of electronic commerce which allows consumers to directly buy goods or services from a seller over the internet using a web browser. Consumers find a product of interest by visiting the website of the retailer directly or by searching among alternative vendors using a shopping search engine that displays the same product's availability and pricing at different e-retailers.

Options: Things that can be chosen from a set of possibilities, or the freedom to make choices

Oral: Spoken and not written; done, taken by, or administered through the mouth

Order: A request to make, supply, or deliver food or goods

Outcomes: Results or effects of actions

Outing: A short journey made by a group of people, usually for pleasure or education

Outlet: A way, especially by a pipe or hole, for liquid or gas to go out

Oven: The part of a cooker with a door that is used to bake or roast food

Overdue: Not done or happening when expected or when needed; late

Packing: The act of putting things into cases, boxes, bags, etc.

Parking lot: An outside area of ground where you can leave a car for a period of time

Pedestrian: A person who is walking, especially in an area where vehicles go

Peer support: When people provide knowledge, experience, emotional, social, or practical help to each other. It commonly refers to an initiative consisting of trained supporters (although it can be provided by peers without training) and can take a number of forms such as peer mentoring, reflective listening, or counseling.

Personal information: Recorded information about an identifiable individual that may include a person's (1) name, address, email address, phone number; (2) race, nationality, ethnicity, origin, color, religious or political beliefs or associations; (3) age, sex, sexual orientation, marital status, family status; (4) identifying number, code, symbol; (5) finger prints, blood type, inherited characteristics; (6) health care history, including information on physical/mental disability; (7) educational, financial, criminal, employment history; (8) others' opinion about the individual; and (9) personal views, except those about other individuals.

Personal need: The things an individual must have for a satisfactory life

Personal qualities: Qualities possessed by an individual (e.g., effective communication, problem-solving skills, interpersonal abilities, etc.)

Personal space: The region surrounding a person that psychologically regarded as theirs. Most people value their personal space and feel discomfort, anger, or anxiety when it is encroached.

Personal strength: Qualities in a person that are noted as being good. Knowing personal strengths and weaknesses can aid in choosing the right career or making good decisions.

Pillowcase: A removable cloth cover for a pillow

Pipe: A tube of metal, plastic, or other material used to convey water, gas, oil, or other fluid substances

Plan: A detailed proposal for doing or achieving something

Plants: A living organism of the kind exemplified by trees, shrubs, herbs, grasses, ferns, and mosses, typically growing in a permanent site, absorbing water and inorganic substances through its roots, and synthesizing nutrients in its leaves by photosynthesis using the green pigment chlorophyll

Plumber: A tradesperson who specializes in installing and maintaining systems used for potable water, sewage, and drainage in plumbing systems

Plunger: A tool used to clear blockages in drains and pipes. It consists of a rubber suction cup with an attached stick, usually made of wood or plastic. A different bellows-like design also exists, usually constructed of plastic.

Police officer: A warranted law employee of a police force. In most countries, "police officer" is a generic term not specifying a particular rank.

Policy: A set of ideas or a plan of what to do in particular situations that has been agreed to officially by a group of people, a business organization, a government, or a political party

Postage: The money that you pay for sending letters and parcels through the postal service

Postsecondary: An optional final stage of formal learning that occurs after the completion of secondary education

Predator: One who injures or exploits others for personal gain or profit

Prejudice: An unfair and unreasonable opinion or feeling, especially when formed without enough thought or knowledge

Pride: A feeling of pleasure and satisfaction that you get because you or people connected with you have done or got something good

Problem: A situation, person, or thing that needs attention and needs to be dealt with or solved

Property: An object or objects that belong to someone

Proportion: The number or amount of a group or part of something when compared to the whole

Protection: The act of protecting or the state of being protected

Public transportation: A system of vehicles such as buses and trains that operate at regular times on fixed routes and are used by the public

Purchase: To buy something

Quiet: Making very little noise

Rake: A garden tool with a long handle and long, pointed metal parts sticking out in a row at the bottom, used for making the earth level or for collecting leaves, etc.

Recipe: A set of instructions telling you how to prepare and cook food, including a list of the ingredients needed

Refrigerator: A piece of kitchen equipment that uses electricity to preserve food at a cold temperature.

Relationships: The way in which things are connected; the way in which two or more people feel and behave towards each other; a romantic friendship between two people.

Relevant: Connected with what is happening or being discussed

Repairperson: A person who puts something that is damaged, broken, or not working correctly back into good condition or makes it work again

Report: To give a description of something or information about it to someone

Reschedule: To agree on a new and later date for something to happen

Respect: Admiration felt or shown for someone or something that you believe has good ideas or qualities

Respect for others: Admiration for someone that you believe has good ideas or qualities

Respect for self: Admiration for oneself

Reviews: To think or talk about things again in order to make changes to make decisions

Revolving doors: An entrance to a large building in which four partitions turn about a central axis

Rights: Legal, social, or ethical principles of freedom or entitlement. Rights are the fundamental, normative rules about what is allowed of people or owed to people according to some legal system,

social convention, or ethical theory. Rights are of essential importance in such disciplines as law and ethics.

Rights of individuals with disabilities: There are essentially six prescribed rights of individuals with disabilities as defined in the Individuals with Disabilities Education Act (IDEA). Rights to the following: Individualized Education Program (IEP); Free and Appropriate Public Education (FAPE); Least Restrictive Environment (LRE); Appropriate Evaluation; Parent and Teacher Participation; and Procedural Safeguards.

Root cause: An initiating cause of either a condition or a causal chain that leads to an outcome or effect of interest. The term denotes the earliest, most basic cause for a given behavior; most often a fault.

Rules: Accepted principles or instructions that state the way things are or should be done and tells you what you are allowed or are not allowed to do

Safety: A state in which or a place where you are safe and not in danger or at risk

Sales flyer: A form of paper advertisement intended for wide distribution and typically posted or distributed in a public place, handed out to individuals, or sent through the mail.

Sales tax: A tax paid by people when they buy goods or services

Salesperson: A person whose job is selling things in a shop or directly to customers

Salon: A shop where you can get a particular service, especially connected with beauty or fashion

Saucepan: A deep, round pan with straight sides, usually with a handle and a lid, used for cooking things over heat

Save: To stop someone or something from being killed, injured, or destroyed

Savings: The money you keep, especially in a bank or other financial organization

Scams: Illegal plans for making money, especially one that involves tricking people

Schedule: A list of planned activities or things to be done showing the times or dates when they are intended to happen or be done

Self-advocacy: The action of representing oneself or one's views or interests

Self-assess: The process of looking at oneself in order to assess aspects that are important to one's identity. It is one of the motives that drive self-evaluation, along with self-verification and self-enhancement.

Self-checkout: Where machines provide a mechanism for customers to process their own purchases from a retailer

Self-confidence: A feeling of trust in one's abilities, qualities, and judgment

Self-esteem: Confidence in one's own worth or abilities; self-respect

Self-monitoring: A concept that shows how much people monitor their self-presentations, expressive behavior, and nonverbal effective displays

Self-service restaurant: A food service location in which there is little or no waiting staff table service, whether in a restaurant or within an institution such as a large office building or school.

Server: A person who serves food in a restaurant

Serving size: The amount of a food or drink that is generally served

Sexual abuse: Abusive sexual behavior by one person upon another

Shampoo: A hair care product, typically in the form of a viscous liquid, that is used for cleaning hair

Shopping list: A list of items needed to be purchased by a shopper

Sideburns: Facial hair grown on the sides of the face that extends from the hairline and run parallel to or beyond the ears

Signal: A gesture, action, or sound that is used to convey information or instructions, typically by prearrangement between the parties concerned

Sink: A wide bowl that has a faucet for water and a drain at the bottom and is usually positioned in a counter or on a pedestal

Sink plug/stopper: A plastic or metal plug used to stop up a sink

Situations: All of the facts, conditions, and events that affect someone or something at a particular time and in a particular place

Skillet: A frying pan

Skin: The layer of usually soft, flexible outer tissue covering the body of a vertebrate animal that has three main functions: protection, regulation, and sensation

Skin abrasions: Small wounds caused by damage to the skin and can be superficial, involving only the epidermis

Social: An informational gathering, especially one organized by the members of a particular club or group

Social activities: Activity considered appropriate on social occasions

Social interactions: Any relationship between two or more individuals

Social Security: Provides a person with a source of income when they retire or if they can't work due to a disability. It can also support one's legal dependents (i.e., spouse, children, or parents) with benefits in the event of one's death.

Social Security card: A card that displays the unique nine-digit number issued to U.S. citizens, permanent residents, and temporary (working) residents under the Social Security Act.

Social skills: Any competence facilitating interaction and communication with others where social rules and relations are created, communicated, and changed in verbal and nonverbal ways

Socks: A garment for the foot and lower part of the leg, typically knitted from wool, cotton, or nylon

Solution: Means of solving a problem or dealing with a difficult situation

Sort: A category of things or people having some common feature

Spatula: An implement with a broad, flat, blunt blade that is used for mixing and spreading things, especially in cooking and painting

Stranger: Someone you do not know

Stress: Great worry caused by a difficult situation, or something that causes this condition

Stylist: A person whose job is to shape or design something

Suitcase: A large, rectangular container with a handle used for carrying clothes and possessions while traveling

Sunscreen: A substance put on your skin to prevent it from being damaged by the sun

Supplemental Security Income (SSI): A United States taxpayer-funded program that provides cash payments to individuals residing in the United States based on need. SSI was created by the Social Security Amendments of 1972 and is incorporated in Title 16 of the Social Security Act. SSI was created to replace federal-state adult assistance programs that served the same purpose. The restructuring of these programs was intended to standardize the eligibility requirements and level of benefits. SSI is funded from the U.S. Treasury general funds, not the Social Security trust fund. Today, the program provides benefits to approximately eight million Americans.

Support: To agree with and give encouragement to someone or something because you want him, her, or it to succeed.

Tangle: An untidy mass of things that are not in a state of order; or a state of confusion or difficulty

Target: Targeted behavior is any behavior that has been chosen or 'targeted' for change. A target behavior should be positive. That means that the target behavior should focus on what you would like the child to do as opposed to what you do not want the child to do.

Thaw: To cause to change from a solid, frozen state to a liquid or soft one because of an increase in temperature

Thread: A thin fiber used to sew

Threatening situation: A situation where someone may harm or cause another person problems

Timer: A device that makes a sound when a particular number of minutes, hours, etc. have elapsed

Tipping: The act of giving an amount of money to someone who has provided a service, especially in a hotel or restaurant

Today: The present day

Toenail: The hard, slightly curved part that covers and protects the end of a toe

Toenail clippers: A device for cutting toenails

Toilet: A bowl-shaped device with a seat that you sit on or stand near when emptying the body of urine or solid waste

Toiletries: Objects and substances used in washing the body to keep it from smelling unpleasant

Tolerance: The willingness to accept behavior and beliefs that are different from your own although you might not agree with or approve of them

Tomorrow: The day after today

Tone: A quality in the voice that expresses the speaker's feelings or thoughts, often towards the person being spoken to

Tools: Equipment used by hand to make or repair something

Toothache: Pain caused by something being wrong with one of your teeth.

Toothbrush: A small brush with a long handle used in the cleaning of teeth

Traffic: The number of vehicles moving along a route.

Transition plan: Outlines what changes will be forthcoming and how to navigate them successfully; as in postsecondary transition plan

Tray: A flat object, usually with raised edges, used for carrying food and drinks

TRIO Student Support Services: Student Support Services (SSS) is a program awarded to institutions of higher education to provide opportunities for academic development, assist students with basic college requirements, and motivate students toward the successful completion of their postsecondary education. SSS projects may also provide grant aid to current participants who are receiving Federal Pell Grants. The goal of SSS is to increase the college retention and graduation rates of its participants.

Trip: A journey in which you go somewhere, usually for a short time, and come back again

Underwear: Clothes worn next to the skin, under other clothes

UPS: The abbreviation used for the United Parcel Service

USPS: The abbreviation used for the United States Postal Service

Valuable: Worth a lot of money

Valuable items: Items worth a lot of money

Vandalism: The crime of intentionally damaging property belonging to other people

Void: A large hole or empty space

Volume: The amount of space contained within an object or solid shape

Want: To wish for a particular thing or plan of action. “Want” is not used in polite requests.

Watering can: A container with a handle and a long tube used for pouring water onto garden plants

Website: A set of informative pages on the internet about a particular subject, published by a single person or organization

Weeds: Any wild plant that grows in an unwanted place, especially in a garden or field where it prevents the cultivated plants from growing freely

Wheelbarrow: A large, open container with a wheel at the front and two handles at the back that is used to move things

Window cleaner: Liquid detergent used to clean windows (e.g., Windex, etc.)

Withdraw: To take or move out or back; to remove

Wrinkle: A small line or fold in cloth that can be removed with an iron

Yard: A unit of measurement equal to 3 ft or 36 in.

Year: A period of 12 months, especially from January 1 to December 31

Yesterday: The day before today

Zipper: A device consisting of two rows of metal or plastic teeth-like parts that are brought together by pulling a small sliding piece over them, used for closing openings in clothing, bags, etc.