



Community Readiness

Guidance for West Virginia Schools and Districts

Office of Special Programs
West Virginia Department of Education
December 2013



**WEST VIRGINIA BOARD OF EDUCATION
2013-2014**

Gayle C. Manchin, President
Michael I. Green, Vice President
Robert W. Dunlevy, Secretary

Thomas W. Campbell, Member
Tina H. Combs, Member
Lloyd G. Jackson II, Member
L. Wade Linger Jr., Member
William M. White, Member

Paul L. Hill, Ex Officio
Chancellor
West Virginia Higher Education Policy Commission

James L. Skidmore, Ex Officio
Chancellor
West Virginia Council for Community and Technical College Education

James B. Phares, Ex Officio
State Superintendent of Schools
West Virginia Department of Education

COMMUNITY READINESS

Guidance for West Virginia Schools and Districts

West Virginia Department of Education
Division of Teaching and Learning
Office of Special Programs

Pat Homberg
Executive Director

December 2013



Table of Contents

Acknowledgements..... iv

Purpose..... 1

Community Readiness Standards 2

 Academic Standards 2

 Community Standards..... 3

Individualized Education Program 4

Combination of Academic and Community Standards..... 5

Augmentative and Alternative Communication 9

Assistive Technology 10

Social Development and Personal Interaction 11

Self-Help and Independence..... 12

Play, Recreation and Leisure..... 13

Attention 13

Executive Functioning..... 14

Motor 15

Sensory Motor Processing..... 16

Growth and Development..... 17

Self- Determination 18

Restricted and Repetitive Patterns of Behavior 19

Generalization..... 20

The Educational Environment, Organization and Structure..... 21

Transition Services..... 22

References 23

 Appendix A: Community Elements..... 24

 Appendix B: Transition Goals and Objectives..... 50

Acknowledgements

The Community Readiness: Guidance for West Virginia Schools and Districts document grew out of a series of requests from families, teachers and administrators working with students with disabilities across the state. As a response to these requests, the West Virginia Advisory Council for the Education of Exceptional Children asked the Office of Special Programs to develop a guidance document to strengthen the services provided to students with disabilities. The West Virginia Department of Education (WVDE) recognizes and appreciates the proactive work of the Cabell County Office of Special Education and the Putnam County Office of Exceptional Education as well as the collaborative effort and passion of the Office of Special Programs and the RESA Special Education Directors to produce this document.

Some information in this document was adapted from:

Guidelines for Educating Students with Autism Spectrum Disorders © 2010 by the Commonwealth of Virginia Department of Education. All rights reserved. Reproduced by permission. Use of these materials does not represent an endorsement of or a review of the product, curriculum or materials by the Department of Education.

Autism Spectrum Disorders and the Transition to Adulthood © 2010 by the Commonwealth of Virginia Department of Education. All rights reserved. Reproduced by permission. Use of these materials does not represent an endorsement of or a review of the product, curriculum or materials by the Department of Education.

Models of Best Practice in the Education of Students with Autism Spectrum Disorders © 2011 by the Commonwealth of Virginia Department of Education. All rights reserved. Reproduced by permission. Use of these materials does not represent an endorsement of or a review of the product, curriculum or materials by the Department of Education.

Purpose

Community readiness emphasizes the need to support the instruction of skills necessary to live, work and actively participate in the community. Academic standards for all students are established in state policy, however, community readiness is less well defined. To acquire both academic and community readiness skills, students with disabilities may need concrete and intentional instruction over time to generalize skills others learn incidentally.

This document provides suggestions for educators and families planning for community readiness instruction for students with disabilities who have need for significant support. Such students may have cognitive, physical or multiple disabilities requiring functional skill instructional supports in the general and/or special education environment to prepare them to lead productive and independent adult lives to the maximum extent possible (IDEA 2004 Statute: Title I/A/601/c). For these students, not only academic goals but also functional goals may be necessary to achieve desired outcomes. The purpose of this document is to provide current information for educators and families planning for the instructional needs of students with disabilities. The education of students with disabilities is optimum when access to the general education curriculum is coupled with high expectations.

Both academic and functional goals may be necessary to ensure students with disabilities and those with significant support needs achieve desired outcomes. Community readiness emphasizes the need to support the instruction of skills necessary to live, work and actively participate in the community. We have academic standards, however, SWDs may need functional goals to lead productive independent lives. To acquire these skills some students with disabilities may need concrete and intentional instruction over time with the West Virginia Next Generation Essential and Community Elements (WVNXGECEs) to generalize skills other student learn incidentally.

Community Readiness Standards

Standards are content designed by a team of professionals that responds to the changing needs of students and supports growth toward independence and lifelong learning. Comprehensive standards include the following: scope and sequence of content taught and the ways in which goals are prioritized. Curriculum considerations include both what is taught and how it is taught. Determining curriculum for students with disabilities is an ongoing process that provides individualization and appropriateness. Evaluation of components should occur on a regular basis. Progress should be monitored frequently and adjustments made accordingly.

To determine the appropriate instruction for a student, there should be a thorough consideration of the following:

- Social behavior
- Language and communication
- Adaptive behavior
- Motor skills
- Inappropriate behaviors
- Academic performance
- Work habits including attention span, distractibility and organization
- Level of independence
- Motivation and interests
- Access to typical peers
- Need for individual versus group instruction
- Need for multi-context (school, within school, community) instruction
- Continuity of programming across contexts

Academic Standards

The Elementary and Secondary Education Act (ESEA) required states to adopt challenging alternate academic achievement standards linked to states' grade-level academic content standards. In West Virginia, Individualized Education Program (IEP) Teams use the challenging academic curriculum standards known as the Next Generation Content Standards and Objectives for the majority of students with disabilities. The alternate standards, the Next Generation Essential and Community Elements, form the basis of instruction, assessment and accountability for students with the most significant cognitive disabilities as per IEP Team decision.

An IEP Team determines a student's present levels of academic achievement and functional performance (PLAAFP) to plan for services. For students with support needs, goals to address daily living, transition to independent living and community participation may exist. Local educational professionals are responsible for determining curriculum, appropriate teaching practices, accommodations and modifications that will provide a student access to the general education curriculum.

Community Standards

Community Standards focus on practical academic and life skills and can be taught in community-based settings or natural environments with concrete materials that are a regular part of everyday life. Acquiring independent/daily living skills may be an important curricular focus for some students with disabilities. Independent Living/Community Participation should maximize the student's generalization of his/her skills to real life. Implementation of community standards is critical when planning for a student to reach his/her potential as an active participant in the home, school and community environments.

Individualized Education Program (IEP)

The IEP is a product of collaboration between a parent and/or student and educators who, through full and equal participation, identify the unique needs of a student with a disability or giftedness and plan the special education and related services to meet those needs (Policy 2419: Regulations for the Education of Students with Exceptionalities, Chapter 5).

IEPs for students should identify current functional levels as appropriate within the present levels of academic achievement and functional performance (PLAAFP). Students with disabilities are highly diverse learners potentially needing supports in the areas of cognition, communication, movement or in the social/emotional domain. Students may also experience concurrent health, sensory, physical and/or behavioral disabilities.

Students with disabilities may benefit from:

- A wide variety of approaches and supports;
- Intensive instruction in literacy, numeracy and problem-solving to acquire and generalize knowledge;
- Substantial adaptations and/or ongoing supports in order to access grade-level standards;
- Access to assistive technology tools to communicate, learn and demonstrate their knowledge;
- Progress measured by observation, data collection, assessment and work samples; and/or
- Individualized levels of instruction and support across major life activities in home, school and community.

Section 614(d)(1)(A)(i)(II) of the Individuals with Disabilities Education Act (IDEA) 2004 and Policy 2419: Regulations for the Education of Students with Exceptionalities, requires an IEP Team to identify and develop statements of present levels of academic achievement, functional performance and measurable annual goals to enable school personnel to evaluate the effectiveness of services and accurately report progress. When a student's unique needs require goals to address behavior, communication or language skills, self-determination skills, job-related skills, independent living skills or social skills, the statement of present levels of academic achievement and functional performance in the student's IEP should provide information regarding the student's performance in those areas.

Combination of Academic and Community Standards

It is important to remember, there is no one instructional mode to meet the need of every student. A student's age, present levels and current assessment information must be considered when developing a comprehensive program. It is necessary to recognize individual knowledge, readiness, language, learning style and interests. In West Virginia, IEP goals reflect state-approved content standards and objectives and IEP Team recommended modifications and accommodations. Attention to both academic and community standards will maximize a student's outcomes. To provide the appropriate balance of academic and community components, IEP Teams should work to determine accurate present levels of academic achievement and functional performance.

Students who demonstrate functional performance needs may receive functional skills instruction through integration of the general curriculum. For example:

Next Generation Content Standards and Objectives (Grade-Level):

ELA.6.W.C11.3 (W.6.9) draw evidence from literary or informational texts to support analysis, reflection and research.

Apply grade 6 Reading objectives to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

Apply grade 6 Reading objectives to literary nonfiction and other informational text (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

Next Generation Essential and Community Elements:

EEW.6.9. Use information from literary and informational text to support writing.

Apply Essential Elements of Grade 6 Reading Standards to literature (e.g., "Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.").

Objective: Read published advertisements/news/magazines/encyclopedias for functional purposes.

Example Activities for Objective

- Identify vocabulary for shopping in grocery, department, and drug stores.
- Use vocabulary dealing with grocery stores in order to determine prices of items and create accurate shopping lists.
- Use student created shopping list to buy objects in a grocery store.

Objective: Read recipes and instructions/follow directions.

Example Activities for Objective

- Determine the ingredients for a specific recipe.
- Make simple recipes such as instant gelatin, soup, or cold sandwiches.
- Create shopping lists from recipes.

Objective: Read schedules.

Example Activities for Objective

- Read class schedule and navigate as schedule instructs.
- Read a television schedule to navigate to desired TV show.
- Listen to an audio book and watch a dramatization of the same book, write a summary of the differences in the two.

Next Generation Content Standards and Objectives (Grade-Level):

ELA.6.WC10.3 (W.6.6) Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Next Generation Essential and Community Elements:

EEW.6.6. Use technology, including the Internet, to produce writing while interacting and collaborating with others.

Objective: Use social media appropriately.

Example Activities for Objective

- Use learning management systems (example: Edmodo, Schoology, etc.) to communicate with classmates.
- Complete projects with other classes in the world by communicating online.

Objective: Collaborate with classmates.

Example Activities for Objective

- Identify fact and opinion in newspaper opinion/editorials, post to a social network such as Edmodo, explain the article in the post.
- Decide with classmates if something is a primary document or if it is objective or editorial. Create a poll to see what others think. Students post responses and/or debate a controversy.

Objective: Type or use speech to text to communicate online.

Example Activities for Objective

- Establish a published weekly blog, accept and respond to comments.
- Read and comment on other's blogs from other communities.

Next Generation Content Standards and Objectives (Grade-Level):

M.3.MD.2 (3.MD.2) Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg) and liters (L). Add, subtract, multiply or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g. by using drawings (such as a beaker with a measurement scale) to represent the problem.

Next Generation Essential and Community Elements:

EE3.MD.2. Identify standard units of measure for mass and liquid.

Objective: Identify standard units of measure for mass and liquid.

Example Activities for Objective

- Sort the following real-world items as being measured by grams or liters when shown the measurement tools (e.g. apple measured in grams and juice in liters).
- When shown pictures of the tool, identify what would be measured in grams or liters.

Objective: Follow recipes to prepare a dish.

Example Activities for Objective

- Select appropriate tool to measure flour for a cake. (pounds or grams).
- Convert cups to pints, pints to quarts, quarts to gallons.

Objective: Store materials after use.

Example Activities for Objective

- Place leftovers in appropriate size containers.
- Organize toys in correct storage bins.

Next Generation Content Standards and Objectives (Grade-Level):

M.6.NS.2 (6.NS.2) Fluently divide multi-digit numbers using the standard algorithm.

Next Generation Essential and Community Elements:

EE6.NS.2. Apply the concept of fair share and equal shares to divide.

Objective: Solve division problems using the concept of equal share.

Example Activities for Objective

- Divide students into four equal groups for a sports tournament.
- Given a group of objects, determine what number to give each classmate to create equal shares.
- Distribute cards in a card game giving each student a fair share.

Next Generation Content Standards and Objectives (Grade-Level):

M.6.G.4 (6.G.4) Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.

Next Generation Essential and Community Elements:

EE6.G.4. Identify common three-dimensional shapes.

Objective: Relate real-world items as three-dimensional shapes to their two-dimensional representations.

Example Activities for Objective

- Match the picture of the soda can to the picture of the cylinder, etc.
- Identify in the environment items that are three-dimensional when presented in the two-dimensional format.
- Use printed directions to assemble three dimensional objects (e.g. lego models, mouse-trap game, appliances).

Integration of independent living/community participation instruction into the general education curriculum may not meet the needs of all students. Specific goals for independent living/community participation beyond the instruction in the general curriculum may be necessary to provide a student with an individualized education. The following example could be used to assist an IEP Team develop goals based on present levels. Additional examples are available in Appendix A.

Grooming/Hygiene Skills

Community Standard: Student will perform personal hygiene/grooming skills.

Objectives -

- Elementary School:
 - » Student will turn water on and off independently.
 - » Student will regulate water temperature independently.
 - » Student will wash and dry hands independently.
 - » Student will brush teeth independently.
 - » Student will brush/comb hair independently.
 - » Student will blow nose into tissue independently.
 - » Student will cover mouth with tissue or hand when coughing or sneezing.
 - » Student will use mirror to assure daily neatness.
 - » Student will bathe independently.
 - » Student will clean eyeglasses.
- Middle School:
 - » Student will demonstrate shower skills.
 - » Student will lather and wash self in the shower/bath.
 - » Student will demonstrate dental care skills.
 - » Student will demonstrate nail care skills.
 - » Student will clean, file and trim nails as needed.
 - » Student will demonstrate hair care skills.
 - » Student will keep own hair brushed/combed and arranged in acceptable manner.
 - » Student will demonstrate skin care skills.
 - » Students will demonstrate shaving skills.
 - » Student will shave face/legs/underarms as needed.
 - » Student will correctly choose and appropriately use deodorant, aftershave, colognes/perfumes, and lotions.
 - » Student will differentiate between safe and risky behaviors in relationships (HE.6.7.01).
 - » Student will recognize differences between safe and risky behaviors for preventing pregnancy and STDs (HE.6.7.02).
 - » Student will understand the safety needs of using electrical devices such as shavers, hair dryers, etc.
- High School:
 - » Student will maintain previously learned skills with emphasis on independence and rate.
 - » Student will explain the importance of grooming in relation to the job interview process.
 - » Student will demonstrate the proper use of basic cosmetics.

Teachers, related service providers, parents and student all play a role in identifying goals and services to be included in the Individualized Education Program for individuals with disabilities. The IEP Team must work to determine accurate present levels of academic achievement and functional performance to provide the appropriate type of service, the location of service and the duration of service.

Augmentative and Alternative Communication

Communication is an essential human behavior and a right of every student. When verbal communication is not an effective means of communication, an evaluation to determine the need for augmentative and alternative (AAC) forms of communication such as picture systems, electronic devices, voice-output systems, sign language and/or object symbols must be conducted. Developing functional communication is key in the educational planning for a student with a disability that affects communication.

Speech-language pathologists (SLPs) may be essential IEP Team members in determining students' communication needs and services. Individual students have been successful using low-technology AAC systems such as gestures or sign language as well as concrete visual-spatial systems (e.g. photographs, pictures, written words). Technological advances in AAC provide a "voice" for many individuals through voice output communication aids and talking word processors.

Determining the appropriate AAC system depends upon a proper assessment of an individual's current ability to communicate, or communicative competence. Selection of AAC tools requires a team approach and careful analysis of a student's abilities, performance related to receptive and expressive communication and his or her potential for change through instruction. Immediacy of need for increased or improved communication is a vital consideration and may often be a decisive factor.

Example Instructional Focus Areas:

- Motivation to communicate
- Function of communication
- Means of communication
- Ability to understand and use nonverbal communication, such as gestures and other subtleties of communication, such as personal space
- Conversational skills
- Voice quality
- Pragmatic skills

Assistive Technology (AT)

Assistive technologies (AT) include the tools and strategies that provide students with disabilities access to applications (hardware or software) that assist with interactions and learning. Assistive technologies give students with disabilities greater access to the general education curriculum and settings, and greater potential to master content, interact with others and increase independence. In addition, AT can significantly impact self-expression, self-esteem and overall quality of life.

Defined in IDEA (2004) and Policy 2419, Assistive Technology is “any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain or improve the functional capabilities of a person with a disability.” Assistive technology services refer to “any service that directly assists a person with a disability in the selection, acquisition or use of an AT device.”

The term includes:

1. the evaluation of the needs of a student with a disability, including a functional evaluation of the student in the student’s customary environment;
2. purchasing, leasing or otherwise providing for the acquisition of assistive technology devices for students with disabilities;
3. selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing or replacing assistive technology devices;
4. coordinating and using other therapies, interventions or services with AT devices, such as those associated with existing education and rehabilitation plans and programs;
5. training or technical assistance for a student with a disability or, if appropriate, that student’s family; and
6. training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers or other individuals who provide services to employ or are otherwise substantially involved in the major life functions of that student.

Care must be taken to consider assistive technology based on a student’s present levels of academic achievement and functional performance. Assistive technology considerations should not be limited to expressive communication needs. Assistive technology can be considered for at least the following areas of need:

- Writing
- Spelling
- Reading
- Mathematics
- Study/organizational skills
- Listening
- Communication
- Activities of daily living
- Recreation, leisure and adaptive play
- Positioning, seating and mobility
- Computer access

Assistive technology can be of different levels and complexities and can be considered no-tech, low-tech, mid-tech or high-tech tools. It is not the complexity of the tool that is the consideration, but the impact on the student. Examples of AT include:

- Reading and writing software – Alphasmart, Neo, Intellitalk, books on tape
- Low technology reading and writing materials – pencil grip, electronic spell checkers, editing tools
- Computer peripherals – intellikeys, switches, touchscreens
- Other – computers, iPad, iTouch, assistive technology applications, calculators, digital cameras

Social Development and Peer Interaction

Social skill development is an essential curricular area for students and a crucial component of any intervention plan for changing inappropriate behaviors. Success in social situations allows the student to participate in meaningful life activities. Lack of social understanding impacts all aspects of community involvement including work, school, interpersonal relationships and recreational activities. It is necessary to carefully assess a student's social competencies to determine which social skills require attention. It is generally necessary to target specific skills for explicit instruction and to provide support for implementation of the skills in social situations.

Example Instructional Focus Areas:

- Joint attention
- Nonverbal interaction
- Imitation
- Peer interaction
- Turn taking
- Sharing
- Social reciprocity
- Emotional reciprocity
- Self-regulation
- Group interaction/participation
- Self-awareness
- Perspective taking
- Social rules
- Social hierarchy

Self-Help and Independence

Activities of daily living refer to personal care activities necessary for every day independence. Although the range of skills students may possess can be defined more or less broadly, virtually all categorizations include a focus on self-care skills related to basic biological functions and include such activities as eating and toileting. Other activities pertain to personal, home and community living skills, with applicable areas for students including dressing, grooming, cleaning up and safety-related behaviors.

All students need to acquire skills to function as independently as possible in the world. There are many behaviors that typically developing students learn without specialized instruction. For students with significant support needs, acquisition of those skills may require specific instruction. Instruction may be related to activities involving the fine motor skills of tying a bow, or the organizational tasks such as packing a book bag. Teaching adaptive skills, with specific plans for generalization across settings, is an important educational objective for students with disabilities.

Example Instructional Focus Areas:

- Toileting
- Personal hygiene
- Dressing
- Eating
- Schedules
- Routines
- Material preparation
- Organization
- Task completion
- Cleaning up
- School independence
- Home independence
- Safety
- Health care
- Community independence
- Transportation related skills

Play, Recreation and Leisure

The ways in which we spend our personal time and develop interests results in relationships and employment choices. For students with disabilities, this may not naturally occur. Some students may not play in a manner that is beneficial for development. Skill deficits and interfering behavior often inhibit productive play. An assumption should never be made that a student does not want to play with peers. Instead, the issue may be that the student does not possess the skills needed to interact successfully. Educational programs may include a play or leisure component to help develop skills and teach the student how to use spare time productively. Students may also require support finding appropriate tasks and learning activities, then expanding time on task. Developing activities that can be enjoyed at home and school are important for students.

Example Instructional Focus Areas:

- Concrete play
- Parallel play
- Time on task
- Dramatic play
- Social play
- Games
- Rule following
- Using strategy

Attention

Students may have difficulty sustaining attention for extended periods of time and also shifting attention appropriately. Attending may be impacted by the individual's restricted range of interests. Impairment is also common in controlling the direction of the attention.

Use of structure and supports can help mediate the impact of attention difficulties. Systematically providing instruction designed to improve skills is necessary and it might be helpful to teach students to identify when they are attending or on task. This is a valuable skill that can be used in a myriad of real life contexts to increase independence.

Example Instructional Focus Areas:

- Sustained attention
- Saliency (what is important)
- Shifting attention

Executive Functioning

Executive functioning incorporates the mental processes needed to plan and execute actions. Executive functioning includes organizing, working memory, impulse control, inhibition and mental flexibility, as well as the initiation and monitoring of actions. Executive functioning skills are clearly required for learning. Further, they are needed for goal-directed behavior. Similar to attending, direct instruction targeting relevant components of executive functioning may be required. For example, a student may benefit from receiving direct instruction on inhibiting a response or learning how to problem-solve. Additionally, to facilitate independence, structure and supports are often a requisite component of the educational plan.

Example Instructional Focus Areas:

- Goal setting
- Planning
- Task completion
- Sequencing steps
- Organization skills
- Initiation
- Inhibition
- Pacing
- Self-monitoring
- Emotional regulation

Motor

Gross and fine motor deficits may be present for individuals with disabilities. In the area of gross motor, the individual may appear to be clumsy or uncoordinated. Participation in physical education or group games may be a challenge. With regard to fine motor skills, the person may have poor, slow or labored penmanship. Students may have difficulty with activities of daily living such as buttoning, zipping or snapping. Decreased or increased muscle tone can make performance of everyday activities difficult. Motor planning may also result in difficulty executing steps in activities such as kicking a ball or tying a shoe. These deficits may result in decreased awareness of the environment, diminished learning and difficulty with the completion of even routine activities.

Motor development plays an important role in learning. Young students typically use motor skills to explore the environment, engage in physical activities and develop basic academic skills such as handwriting. Instruction regarding motor skills should target the activities needed to increase independence and social interaction. For example, opening a straw wrapper will increase independence at lunch. Learning to throw a ball will increase social interaction at recess. As with most skills, practice is necessary. Instruction often requires direct focus with opportunities for execution each day. It may be necessary to elicit the services of an occupational therapist or physical therapist to address motor functioning.

Example Instructional Focus Areas:

- Motor control
- Postural stability
- Muscle tone
- Handwriting
- Coloring
- Cutting
- Playground related skills
- Activities of daily living related skills

Sensory Motor Processing

Sensory motor processing involves the ability to take in information from the environment, organize it, make sense of it and execute a response. When the sensory system is working correctly, these functions happen automatically. When the sensory system does not function, there may be interference, distractions or difficulty with behavior. There are seven senses we use: visual, auditory, olfactory, oral, tactile, proprioceptive (registration of where your body is in space and in relation to objects) and vestibular (balance and movement). Oversensitivity and/or under sensitivity to sensory input is possible. Sensory experiences can be distorted and confusing. An individual may be hypersensitive (overly sensitive) in one or more senses (i.e. noise and light) and hyposensitive (under sensitive) in others (i.e. pain and cold). The preferences and combination of preferences or aversions towards certain sensory experiences is highly individualized. Students may avoid or attempt to avoid activities that contain certain stimulation. For example, an individual sensitive to noise may attempt to avoid a loud cafeteria. Conversely, the individual who is under stimulated may seek activities that will provide the desired input. A student who craves proprioceptive input may frequently crawl under his desk or under a bean bag. The draw to certain stimuli can be strong enough to create a fixation.

Sensory difficulties make everyday life challenging and detract from learning experiences. Parents and teachers must work with an expert on sensory issues to identify the sensory profile of the student and determine appropriate strategies to address each. A professional who is knowledgeable about sensory motor processing should be consulted for specific strategies for any individual. Generally, this professional is an occupational therapist.

Example Instructional Focus Areas:

- Coping skills
- Desensitization
- Self-management
- Self-awareness
- Self-advocacy in communicating sensory needs
- Ability to proactively or appropriately seek means to receive desired sensory experiences

Growth and Development

Growth and development is a natural part of life that each person has the right to express. Challenges with growth and development can take many forms. There may be difficulty with expression as the individual may not know what is considered appropriate or inappropriate behavior. Issues related to time and place are common. Social contact or problems with privacy may also be a concern. Understanding growth and development can lead to personal dignity, higher quality of life and interpersonal relationships, therefore, it is critical not to overlook this area. Teaching techniques regarding growth and development must be medically accurate, functional, concrete and include the broad range of issues related to this area.

Example Instructional Focus Areas:

- Understanding one's own body
- Appropriate care
- Appropriate expression
- Privacy
- Social contact

West Virginia Code §18-2-9 states, "An opportunity shall be afforded to the parent or guardian of a child subject to instruction in the prevention, transmission and spread of acquired immune deficiency syndrome and other sexually transmitted diseases to examine the course curriculum requirements and materials to be used in the instruction. The parent or guardian may exempt the child from participation in the instruction by giving notice to that effect in writing to the school principal."

The West Virginia Board of Education Policy 2520.55: 21st Century Wellness PreK-4 and Policy 2520.5: Next Generation Health Education 5-12 provide content standards and objectives to assist educators with these areas of instruction (<http://wvde.state.wv.us/policies/>). The integration of culture, media and technology information along with developmentally appropriate growth and development education should be included with each instructional focus area.

The sixth grade health objectives address many important social, emotional and physical changes of young adolescents. Decision making steps and application are integrated into all topics of discussion as students examine potential long and short term consequences of decisions and their impact on all aspects of health (e.g., mental, emotional, physical).

Self-Determination

Attaining the goal of economic independence and self-sufficiency requires self-determination. Self-determination is essentially the ability to make meaningful choices in one's own life free from undue external influences. Individuals with disabilities may have little to no experience with expressing personal preferences, making decisions based on those preferences and assuming personal responsibility. Limited experiences may be attributed to issues with cognition, communication or simply a lack of opportunity.

Providing instruction in self-determination requires incorporating opportunities into all aspects of the day and can be easily done by increasing occasions for choice making and control. While the student may not be able to execute all components of self-determination, there are portions of even complex skills such as decision-making or problem-solving in which students can participate.

Example Instructional Focus Areas:

- Making choices
- Accessing resources
- Communicating preferences
- Making decisions
- Setting attainable goals
- Time management
- Identifying problems and solutions
- Advocating for accommodations
- Self-awareness
- Developing greater awareness of individual needs

Restricted and Repetitive Patterns of Behavior

Students may demonstrate unusual and distinctive patterns of behaviors, including preoccupation with objects or parts of objects, intense interest in specific topics or an intense need for sameness. Students may engage in stereotyped or repetitive motor movements, which commonly manifest as finger flicking, hand flapping, unusual eye gazing, habitual toe walking and/or spinning (Johnson 2007).

It is common for such behaviors to interfere with the student's education. Stereotypes can interfere with learning new behaviors and task completion and perseverations may limit motivation (Johnson 2007). Behaviors may also impact social performance, for example, a narrow range of interests may dominate conversations and conversations may be one-sided. Safety may be a concern as safety awareness is absent or limited. When developing an educational plan, restricted and repetitive patterns of behaviors must be identified and careful consideration given to their impact. Behaviors that interfere with functioning or reduce safety, may require intensive instruction to reduce or mediate the impact of the behavior.

Educators need to consider behavior and its function for that individual student to develop a plan accordingly. Successful teaching strategies include environmental adaptations to decrease interfering behavior and replacement techniques to help the student learn appropriate behaviors that serve the same function.

Example Instructional Focus Areas:

- Communication skills
- Social skills
- Play skills
- Coping skills
- Self-management
- Safety awareness

Generalization

Students with disabilities may have difficulty applying learned skills in new or novel situations, a concept known as generalization. Generalization should be a core component of the educational curriculum. A student's ability to generalize should be considered across a variety of circumstances: time, settings, materials and persons. Each is explained below:

Time – maintenance of the skill over time, especially after the conclusion of instruction.

Settings – ability to apply the skill outside of the environment in which it was acquired, for example, in other areas of the school building or division, at home and in the community.

Materials – ability to transfer the skill to other examples of the same item.

Persons – ability to apply the skill regardless of who is in the environment and with whom the student is interacting.

Careful planning must occur to ensure generalization of skills. Students must practice skills in a variety of environments, using a variety of materials and with a variety of people. When assessing skill mastery, generalization should be included in data collection.

The following strategies may assist in fostering skill generalization:

- Include realistic environmental features in skill instruction and teaching environments.
- Conduct skill instruction in as natural occurring environment as possible.
- Conduct skill instruction in a variety of settings with a variety of instructors.
- Pair skill instruction with naturally occurring, positively rewarding consequences.
- Transfer mastered skills to a variety of environments.

The Educational Environment, Organization and Structure

Individuals with disabilities can benefit from an environment that is structured, provides predictability and organization. Professionals and parents should work together to create an environment that promotes consistency and enhances independence. Structure is a key consideration for all educational settings regardless of whether it is a general education, special education environment or another setting in the school such as the cafeteria, art room or playground. The following considerations are critical for providing structure and predictability.

Physical Environment

A poorly planned or ill-designed physical learning environment can sabotage learning by imposing distractions, creating sensory reactions or producing anxiety. The physical environment must be simple and organized with clearly defined physical boundaries to minimize distractions. Intended paths of travel and item locations should be obvious while different activities should occur in specific, obvious locations. Educators can use pictures to communicate room/area purpose to students with disabilities. Pictures can be included on a daily schedule and/or transportable pictures and be carried by a student navigating the room.

Schedules

The use of schedules can help the student to be aware of upcoming activities, assignments and events. A daily schedule can make the day more predictable and less anxiety provoking. A weekly schedule can relieve uncertainty about upcoming events. The schedule should reveal whether it is a typical day or a day with unusual events. In the case of unusual events, preparation should take place well before its actual occurrence. A schedule should be based on the needs of the student and include the length of the time, level of detail and symbolic representation. Any one or more of the following can be used to represent activities and events:

- Physical objects
- Photographs
- Drawings
- Written language

Timekeeping

Understanding temporal relations, or the passage of time, may be difficult for individuals with disabilities. Providing an appropriate timekeeping device or strategy to indicate the length of an activity can reduce anxiety and support independence. A clock, stopwatch, alarm and hour/minute glass are examples of timekeeping pieces that can be provided to an individual student or class.

Supplies

Organization of materials can be problematic resulting in difficulty preparing for class activities, working on assignments and even completing daily routines. Arrangement of materials should be carefully planned to orchestrate accessibility and easy management. Additional organization measures such as labeling or color coding may be helpful.

Rules

Class rules are an important component of an orderly educational environment. Rules should be minimal and easy to comprehend and apply. Rules can be represented in a format that is readily understood by the student to include pictures, drawings and/or words. Steps should be taken to ensure a student with disabilities knows, understands and can apply the rules in a variety of situations.

Transition Services

Preparing students for adult living, learning and work is a process called transition. As students progress through school, they form ideas and plans for what their life will look like after high school. Parents and school staff are essential partners to help guide this process and to link the young adult with community supports.

Secondary transition services are defined in Policy 2419: Regulations for the Education of Students with Exceptionalities, as a coordinated set of activities for a student with an exceptionality that are designed within a results-oriented process focused on improving the academic and functional achievement of the student to facilitate movement from school to post-school activities, including post-secondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living or community participation. Activities include instruction, community experiences, development of employment and other post school adult-living objectives. If appropriate, services include acquisition of daily living skills and a provision of a functional vocational evaluation. Activities are based on an individual student's needs and must take into account the student's preferences and interests.

Transition assessment is one component of the transition services process identified in the Individuals with Disabilities Education Improvement Act (IDEA 2004). The assessment should be designed to assist a student and the IEP Team identify preferences, interests and aptitudes about living, learning or education and work needs for school and post school adult settings. Transition assessments are crucial for successful transition planning.

Summary

As IEP Teams work to address the academic achievement and performance of students with disabilities, individualization is a must. Each student will exhibit a unique set of characteristics. IEP Teams will design a plan to support the instruction of knowledge and skills necessary to live, work and actively participate in the community.

References

- Virginia Department of Education. (2010). Guidelines for educating students with autism spectrum disorders. Richmond, VA: Author, Office of Special Education and Student Services. Retrieved from http://www.doe.virginia.gov/special_ed/disabilities/autism/technical_asst_documents/autism_guidelines.pdf
- Virginia Department of Education. (2010). Autism spectrum disorders and the transition to adulthood. Richmond, VA: Author, Office of Special Education and Student Services. Retrieved from http://www.doe.virginia.gov/special_ed/disabilities/autism/technical_asst_documents/autism_transition.pdf
- Virginia Department of Education. (2010). Models of best practice in the education of students with autism spectrum disorders. Richmond, VA: Author, Office of Special Education and Student Services. Retrieved from http://www.doe.virginia.gov/special_ed/disabilities/autism/technical_asst_documents/autism_models_of_best_practice.pdf
- Individuals with Disabilities Education Act, Amendments of 2004, 20 U.S.C. § 1400 et seq.
- Individuals with Disabilities Education Act, Part B Regulations, 34 C.F.R. Part 300 (2008).
- Janzen, J. E. (2003). Understanding the nature of autism: A guide to the autism spectrum disorders (2nd ed.). San Antonio, TX: PsychCorp.
- Johnson, C.P & Myers, S.M. (2007). Identification and evaluation of children with autism spectrum disorders. *Pediatrics*, 120(5), pp. 1183-1215.
- Lord, C. & McGee, J.P. (Ed.S.). (2001). Educating children with autism. Washington, DC: National Academy Press, National Research Council, Division of Behavioral and Social Sciences.
- Schlosser, R. W., & Wendt, O. (2008). Effects of augmentative and alternative communication intervention on speech production in children with autism: A systematic review. *American Journal of Speech-Language Pathology*, 17, pp. 212-230.

Assessment Tool Example Provided At SSDI Academies

Functional Independence Skills Handbook (FISH)

The FISH is an assessment and curriculum for individuals with developmental disabilities used for determining functional activities from daily life. It contains an assessment that can assist in determining goals for educational programs for a person with developmental disabilities and sample lessons for each item evaluated.

Appendix A - Community Elements

The following section outlines example focus areas of educational instruction for students and offers standards and objectives that may need to be considered. These lists of standards and objectives are neither required nor exhaustive. These samples were adapted from the Cabell County Special Education Office and the Putnam County Office of Exceptional Education.

Independent Living

Nutrition

Standard: Student will select appropriate portions of foods/drinks.

Objectives -

- Elementary School:
 - » Student will classify foods from the food plate.
 - » Student will identify appropriate portions to eat.
 - » Student will learn the importance of eating breakfast.
 - » Student will select snack foods based on nutrition.
 - » Student will identify the importance of liquid/water intake.
- Middle School:
 - » Student will classify foods into food groups.
 - » Student will plan a balanced meal.
 - » Student will develop a basic understanding of calories.
- High School:
 - » Student will plan balanced menus for a family on a daily and weekly basis.
 - » Student will select a nutritionally balanced meal at a restaurant.

Food Preparation

Standard: Student will demonstrate safe behavior in the kitchen and prepare food in a sanitary manner.

Objectives –

- Elementary School:
 - » Student will identify appliances and utensils used in the kitchen.
 - » Student will demonstrate basic kitchen hygiene.
 - » Student will open/close containers and/or fasteners.
 - » Student will experiment with simple measurement.
 - » Student will set the table.
 - » Student will pour from a pitcher.
 - » Student will identify and sort articles that are refrigerated and non-refrigerated.
 - » Student will identify the materials/ingredients necessary to prepare various foods.
 - » Student will observe the function of basic kitchen appliances, tools, and utensils.
 - » Student will prepare foods that do not require the use of a stove.
 - » Student will serve self food.
 - » Student will clean up a spill.
 - » Student will clear and clean a table.
 - » Student will maintain the kitchen environment.
 - » Student will identify foods typically eaten at breakfast, lunch, and dinner.

-
-
- » Student will use common kitchen utensils such as can opener, hand mixer, microwave, coffee maker, etc.
 - » Student understands the concept of purchasing foods from a grocery store.
 - Middle School:
 - » Student will demonstrate cooking readiness.
 - » Student will identify why food must be properly sorted and prepared.
 - » Student will identify spoiled foods and avoid them.
 - » Student will identify basic terms used in food preparation.
 - » Student will store food in a refrigerator, cupboard, and/or cabinet.
 - » Student will identify and use electric appliances.
 - » Student will prepare foods using a stove top.
 - » Student will prepare foods using the oven.
 - » Student will set the oven timer and set burners on stove to given temperature.
 - » Student will use pot holders to remove and place items on burner/in stove.
 - » Student will identify basic liquid and solid measures.
 - » Student will follow written and/or picture recipes.
 - » Student will follow instructions on cans or boxes of packaged foods.
 - » Student will maintain the kitchen environment.
 - » Student will serve food appropriately.
 - » Student will wash and dry dishes by hand or dishwasher.
 - » Student will demonstrate knowledge of proper meat defrosting procedures using a microwave oven and/or refrigerator.
 - » Student will develop a basic shopping list and locate items in the grocery store.
 - High School:
 - » Student will follow written and/or verbal directions to prepare a nutritious meal.
 - » Student will maintain the kitchen environment.
 - » Student will set a table appropriately for a special occasion.
 - » Student will organize and store kitchen goods appropriately.
 - » Student will plan and prepare a simple meal.

Eating/Feeding/Drinking/Manners

Standard: Student will perform skills in the area of eating/feeding, drinking, and table manners.

Objectives -

- Elementary/Middle/High School:
 - » Student will feed self finger foods.
 - » Student will handle only own food/drink.
 - » Student will suck through a straw.
 - » Student will drink from a cup without spilling.
 - » Student will use a spoon without spilling.
 - » Student will unwrap a covering.
 - » Student will keep lips closed while chewing.
 - » Student will use a napkin appropriately to wipe hands and face.
 - » Student will use a fork appropriately.
 - » Student will use a knife to spread.

-
-
- » Student will use a knife and fork to cut.
 - » Student will demonstrate appropriate eating behaviors and table manners for occasion/place.
 - » Student will drink a variety of liquids and sample new foods.
 - » Student will request aid or clean up own spills.
 - » Student will empty lunch tray/plate and put utensils and dishes in designated area.

Dressing & Undressing

Standard: Student will select apparel and dress appropriately.

Objectives -

- Elementary School:
 - » Student will identify various articles of clothing.
 - » Student will take off/ put on socks.
 - » Student will take off/ put on shoes.
 - » Student will lace shoes.
 - » Student will untie and tie shoelaces.
 - » Student will distinguish front and back of clothing.
 - » Student will zip and unzip clothing.
 - » Student will button and unbutton quarter-size buttons.
 - » Student will snap and unsnap snaps on a garment.
 - » Student will fasten a belt.
 - » Student will hang a coat on a hook.
 - » Student will hang a coat on a hanger.
 - » Student will remove and put on a coat.
 - » Student will dress in correct sequence with clothes put on correctly.
 - » Student will choose clothing appropriate to a given situation, weather, and/or activity.
 - » Student will select clothing that matches and/or “goes together.”
 - » Student will select clothing of appropriate size.
- Middle School:
 - » Student will identify the name and function of pieces of clothing.
 - » Student will identify clothing that needs to be laundered.
 - » Student will select appropriate wardrobe items.
 - » Student will select clothing on a daily basis, appropriate to the weather, occasion, etc.
- High School:
 - » Student will determine the probable clothing needs for a hypothetical family.
 - » Student will select and purchase own clothing.
 - » Student will select appropriate clothing for work, school, social setting (wedding, funerals, graduations, etc.).
 - » Girls will wear appropriate undergarments.

Clothing Care

Standard: Student will complete the tasks of laundering his/her clothing.

Objectives -

- Elementary School:
 - » Student will develop an awareness of clothing care.
 - » Student will identify various methods of cleaning clothes.
 - » Student will identify laundry products.
 - » Student will discriminate between clean and dirty clothing.
 - » Student will sort clothing for washing.
 - » Student will hand wash clothing in a sink.
 - » Student will fold socks.
 - » Student will fold flat pieces.
 - » Student will hang a coat, shirt or dress on a hanger.
 - » Student will put away laundry.
 - » Student will identify clothing in need of repair.
 - » Student will place dirty clothing in proper place.
 - » Student will select clean clothing and change under clothing on a daily basis.
- Middle School:
 - » Student will increase the ability to determine when clothes need to be laundered and how to sort items appropriately.
 - » Student will read clothing care labels.
 - » Student will identify the equipment necessary for washing and drying clothes.
 - » Student will measure laundry products as directed on container.
 - » Student will determine the size of a load and the corresponding water level for washing.
 - » Student will sort clothing for washing according to color, fabric and/or specific care.
 - » Student will utilize a washing machine.
 - » Student will utilize a dryer.
 - » Student will hang a pair of pants on a hanger.
 - » Student will hang a skirt on a hanger.
 - » Student will fold a pair of pants.
 - » Student will fold a shirt or sweater.
 - » Student will fold a flat and fitted sheet.
 - » Student will polish shoes.
 - » Student will identify clothing in need of ironing.
 - » Student will functionally arrange closets and drawers.
 - » Student will sew on a button.
 - » Student will repair clothing.
 - » Student will set up an ironing board and iron.
 - » Student will set an appropriate iron temperature.
 - » Student will iron a pillowcase.
 - » Student will store ironing equipment.

-
-
- High School:
 - » Student will follow written and/or verbal directions for laundry care.
 - » Student will remove stains from material and/or clothing.
 - » Student will iron a shirt or dress.
 - » Student will iron a skirt.
 - » Student will iron a pair of pants.
 - » Student will identify processes involved in dry cleaning.
 - » Student will repair clothing by using a sewing machine.

Home Care

Standard: Student will identify and perform home care skills

Objectives -

- Elementary School:
 - » Student will develop school housekeeping responsibilities.
 - » Student will identify rooms in a house according to their use.
 - » Student will identify standard pieces of household furniture, appliances, and fixtures.
 - » Student will identify housekeeping tasks in the home.
 - » Student will identify various cleaning supplies and materials.
 - » Student will become aware of and maintain the outside environment.
 - » Student will learn basic maintenance skills.
- Middle School:
 - » Student will dust with a dust cloth.
 - » Student will clean mirrors and windows.
 - » Student will make a bed.
 - » Student will change bed linens.
 - » Student will clean floors.
 - » Student will use broom on appropriate floors, use vacuum on appropriate floors, and mop appropriate floors.
 - » Student will operate a vacuum cleaner.
 - » Student will maintain the bathroom.
 - » Student will identify the proper sequence in which housekeeping tasks should be done.
 - » Student will keep sink, counters, table and cooking area wiped off and clean.
- High School:
 - » Student will develop a housekeeping routine.
 - » Student will refine basic household maintenance skills.
 - » Student will develop an awareness of and ability to perform school custodial tasks.
 - » Student will use common cleaning products properly and safely.

Toileting

Standard: Student will demonstrate appropriate toileting skills.

Objectives -

- Elementary School:
 - » Student will indicate by gesture, action, vocalization, or communication the need to change wet/soiled pants.
 - » Student will demonstrate daytime bladder control.
 - » Student will demonstrate nighttime bladder control.
 - » Student will indicate the need to be taken or to go to the restroom.
 - » Student will locate the appropriate restroom within the school environment.
 - » Student will identify school restroom labels and international symbols.
 - » Student will flush the toilet without a reminder.
 - » Student will adjust clothes after going to the toilet.
 - » Student will use toilet paper appropriately.
 - » Student will use the toilet independently.
 - » Student will recognize and use appropriate bathroom times without a schedule.
 - » Student will plan ahead for bathroom needs.
 - » Student will wash and dry hands after using toilet.
 - » Boys will identify and use a urinal appropriately.
- Middle School:
 - » Student will use community bathroom facilities.
 - » Student will identify restroom labels in community locations.
 - » Student will check appearance in the bathroom mirror before leaving for class, work, etc.
 - » Boys will identify and use a urinal appropriately.
- High School:
 - » Student will maintain previously learned skills with emphasis on independence, rate, and quality.
 - » Student will flush toilet without reminder.
 - » Student will use toilet paper appropriately.
 - » Student will use community bathroom facilities.
 - » Student will identify restroom labels in community locations.
 - » Student will check appearance in the bathroom mirror before leaving for class, work, etc.

Grooming/Hygiene Skills

Standard: Student will perform personal hygiene/grooming skills.

Objectives -

- Elementary School:
 - » Student will turn water on and off independently.
 - » Student will regulate water temperature independently.
 - » Student will wash and dry hands independently.
 - » Student will brush teeth independently.
 - » Student will brush/comb hair independently.
 - » Student will blow nose into tissue independently.
 - » Student will cover mouth with tissue or hand when coughing or sneezing.

-
-
- » Student will use mirror to assure daily neatness.
 - » Student will bathe independently.
 - » Student will clean eyeglasses.
 - Middle School:
 - » Student will demonstrate shower skills.
 - » Student will lather and wash self in the shower/bath.
 - » Student will demonstrate dental care skills.
 - » Student will demonstrate nail care skills.
 - » Student will clean, file and trim nails as needed.
 - » Student will demonstrate hair care skills.
 - » Student will keep own hair brushed/combed and arranged in acceptable manner.
 - » Student will demonstrate skin care skills.
 - » Students will demonstrate shaving skills.
 - » Student will shave face/legs/underarms as needed.
 - » Student will correctly choose and appropriately use deodorant, aftershave, colognes/perfumes, and lotions.
 - » Student will understand the safety needs of using electrical devices such as shavers, hair dryers, etc.
 - High School:
 - » Student will maintain previously learned skills with emphasis on independence, rate and equality.
 - » Student will explain the importance of grooming in relation to the job interview process.
 - » Student will demonstrate the proper use of basic cosmetics.

Restaurants

Standard: Student will perform the task of dining.

Objectives -

- Elementary School:
 - » Student will utilize a school cafeteria.
 - » Student will develop general restaurant skills.
 - » Student will demonstrate skills necessary in a fast-food environment.
 - » Student will demonstrate skills necessary in sit-down restaurants.
 - » Student will use a vending machine.
- Middle School:
 - » Student will refine general restaurant skills.
 - » Student will refine skills necessary in a fast-food restaurant.
 - » Student will demonstrate skills necessary in a cafeteria.
 - » Student will use a vending machine to purchase a drink, snack, or meal.
- High School:
 - » Student will refine general restaurant skills necessary in fast-food and sit-down restaurants and in cafeterias.
 - » Student will demonstrate skills necessary to dine as a guest in someone's home.
 - » Student will refine skills necessary in a sit-down restaurant.

Recreation/Leisure

Standard: Student will participate in various tasks and develop interests in incorporate in leisure time.

Objectives -

- Elementary School:
 - » Student will do a task/play independently.
 - » Student will do a task/play cooperatively with others.
 - » Student will respond acceptably to changes in activities and routines.
 - » Student will differentiate between leisure and work time.
 - » Student will distinguish between cooperative and competitive activities.
 - » Student will become aware of recreation/leisure activities.
 - » Student will develop an awareness of adaptive hobbies for various impairments such as vision, physical, or hearing impairment.
 - » Student will identify personal abilities necessary for hobbies, recreational, and extracurricular activities of choice.
 - » Student will identify game activities that can be played in the school classroom.
 - » Student will identify various hobbies and describe how hobbies can be developed.
 - » Student will identify activities appropriate to the different seasons of the year.
 - » Student will identify sport activities and the basic equipment use for each.
 - » Student will operate recreational appliances for entertainment and information.
 - » Student will describe ways to entertain friends at home.
 - » Student will identify recreational appliances for entertainment and information.
 - » Student will engage in indoor activities at home or in the neighborhood, independently or with friends, family members or others.
 - » Student will engage in activities at school, independently or with friends or others.
 - » Student will explain why people take first aid kits on outings.
 - » Student will put on sunscreen when going out in the sun.
 - » Student will remember to drink plenty of liquids when in the sun or doing physical activities.
 - » Student will show good sportsmanship.
 - » Student will independently choose activity and comply with all areas of set up, play, and clean up.
- Middle School:
 - » Student will differentiate between leisure and work time in both the school and home settings.
 - » Student will identify reasons for participating in group activities.
 - » Student will identify equipment needed for a variety of sports events and the proper care of such equipment.
 - » Student will define the role of a spectator and the associated appropriate behavior.
 - » Student will employ proper etiquette and follow game rules.
 - » Student will follow game/activity rules and accept the outcome without anger or boasting when given the opportunity to observe or participate in an activity.
 - » Student will help plan and host a school party.
 - » Student will select a collecting hobby and determine the necessary materials.
 - » Student will become aware of fine arts presentations.
 - » Student will locate the time and channel of a favorite T.V. program in a television guide.

-
-
- » Student will watch television selectively.
 - » Student will be exposed to a variety of indoor recreational activities.
 - » Student will engage in outdoor activities.
 - » Student will engage in activities at school
 - » Student will engage in activities within the community.
 - » Student will explain what a volunteer is and give examples.
 - » Student will read newspapers, catalogs, mail, and selected material, magazines and books of personal choice.
 - » Student will explore additional grooming opportunities (e.g., such as painting your nails).
 - » Student will indicate the following:
 - » Favorite type of pet
 - » Favorite singer or music group
 - » Favorite holiday
 - » Two fun places to go in local town
 - » Three favorite animals at the zoo
 - » Favorite place to eat
 - » Favorite type of movie to see at theater
 - » Favorite games to play (table games, board games, card games, etc.)
 - » Favorite books at a library
 - » Amusements/rides at a theme park
 - » Things he/she likes about parades
 - » Favorite video to watch/rent
 - » Favorite radio program to listen to
 - High School:
 - » Student will name at least one newspaper in the community and use it to obtain information.
 - » Student will select and complete a hobby or a craft project.
 - » Student will determine services offered by local recreational facilities.
 - » Student will develop a list of recreational activities of interest and determine the cost, time, and location of each.
 - » Student will plan a vacation.
 - » Student will demonstrate an ability to prepare for a vacation (packing, expenses, food, clothing)
 - » Student will incorporate recreational expenses into a personal budget.
 - » Student will work as a volunteer.

Wellness

Standard: Student will perform tasks to gain and maintain good health.

Objectives -

- Elementary School:
 - » Student will identify the importance of adequate rest.
 - » Student will perform a daily exercise routine with visual and verbal cues from the teacher.
 - » Student will recognize health equipment in a doctor's office.

-
-
- Middle School:
 - » Student will perform a daily exercise routine.
 - » Student will demonstrate relaxation exercises.
 - » Student will practice “good” posture.
 - » Student will identify common household medical products.
 - » Student will accurately read a temperature registered on a fever thermometer.
 - » Student will identify the negative effects of substance abuse.
 - » Student will differentiate between safe and risky behaviors in relationships (HE.6.7.01).
 - » Student will recognize differences between safe and risky behaviors for preventing pregnancy and STDs (HE.6.7.02).
 - High School:
 - » Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

Safety

Standard: Student will demonstrate knowledge of safety procedures.

Objectives -

- Elementary School:
 - » Student will state and/or identify his/her full name.
 - » Student will state and/or locate telephone number.
 - » Student will state and/or locate home address.
 - » Student will dial parent or guardian’s telephone number.
 - » Student will identify the procedure to follow if lost.
 - » Student will identify common dangers.
 - » Student will stay away from common dangers.
 - » Student will follow the routine for a fire drill at school.
 - » Student will follow the routine for a severe weather drill at school.
 - » Student will identify danger of putting foreign objects in the mouth.
 - » Student will describe safety precautions to follow on the playground.
 - » Student will recognize/practice basic pedestrian safety signs and procedures.
 - » Student will identify safety rules to follow in riding in a private motor vehicle and/or school bus.
 - » Student will demonstrate knowledge that he/she should not accept rides from or leave with a stranger or someone casually known.
 - » Student will distinguish between actual friends and “friendly” strangers.
 - » Student will identify basic bicycle safety rules.
 - » Student will use a key and a knob on a variety of doors.
 - » Student will read and interpret warnings on common household products.
 - » Student will recognize poison labels.
 - » Student will keep emergency phone numbers close to the phone.
 - » Student will recognize symptoms of ill health.
 - » Student will identify sights and sounds of emergencies.

-
-
- Middle School:
 - » Student will identify reason for common traffic and safety rules and practices.
 - » Student will recognize warning signs in the environment.
 - » Student will identify resources for assistance with medical problems.
 - » Student will identify persons responsible for safety in the community.
 - » Student will identify services offered by major emergency agencies and demonstrate how to report an emergency.
 - » Student will identify potential hazards found in the home.
 - » Student will list the proper first aid procedures for an animal bite and/or insect bite/sting.
 - » Student will identify correct first aid procedures for an animal bite and/or insect bite/sting.
 - » Student will identify correct first aid procedures to administer in emergency situations.
 - » Student will recognize emergency situations and follow appropriate procedures.
 - » Student will maintain, carry, and appropriately display a picture identification card.
 - » Student will demonstrate an understanding of information on medical product labels.
 - High School:
 - » Student will identify warning labels.
 - » Student will demonstrate knowledge of emergency procedures.
 - » Student will identify vehicle safety signs and procedures.
 - » Student will demonstrate knowledge of automobile passenger safety.
 - » Student will apply knowledge of safety habits to everyday life (home, social, and work situations).
 - » Student will identify safe/unsafe use of ladders, power tools, and electrical appliances.

Self-Concept

Standard: Student will identify strengths and weaknesses to develop/maintain a positive attitude.

Objectives -

- Elementary School:
 - » Student will identify basic emotions.
 - » Student will identify positive traits of self and others.
 - » Student will accept praise.
 - » Student will accept constructive criticism.
 - » Student will make positive statements about self and take pride in achievements.
 - » Student will remain calm when disappointed and practice ways of managing frustration.
 - » Student will use “I” messages.
- Middle School:
 - » Student will identify necessary characteristics of a good self-concept.
 - » Student will increase self-acceptance by identifying personal strengths and limitations.
 - » Student will identify ways in which the actions of others affect one’s feeling of worth.
 - » Student will identify ways in which one’s emotions effect behavior of self and others.
 - » Student will discuss how feelings can improve or be detrimental to oneself.
 - » Student will discuss alternative ways to overcome negative feelings.

-
-
- High School:
 - » Student will construct a personal view of how others perceive him/her.
 - » Student will develop and/or maintain a positive attitude.
 - » Student will be a positive participant in planning for his/her future.
 - » Student will identify the need for professional counseling in dealing with a personal or family difficulty.
 - » Student will identify the appropriate community resource to meet counseling needs.

Consumer Skills

Standard: Student will conduct successful purchases and returns.

Objectives -

- Elementary School:
 - » Student will participate in a variety of simulated shopping experiences.
 - » Student will visit a variety of stores.
 - » Student will demonstrate appropriate store behavior.
 - » Student will utilize elevators/escalators as needed.
 - » Student will discriminate food stores from other stores.
 - » Student will name, identify and describe different types of foods, how they are packaged and where are they located.
 - » Student will shop routinely at a grocery store.
 - » Student will shop in a department in a department store, single-item store and/or malls.
 - » Student will identify various types of housing available in the community.
- Middle School:
 - » Student will select the types of stores needed for specific purchases.
 - » Student will use newspapers to compare prices.
 - » Student will determine “enough” or “not enough” money to pay for a purchase.
 - » Student will name/identify advantages/disadvantages of using cash.
 - » Student will practice making purchases of food, clothing and furniture, buying the most economical product when given information on two or more products.
 - » Student will increase and refine grocery shopping skills.
 - » Student will use dates on items to determine freshness.
 - » Student will refine and extend shopping skills in department stores, single-item stores, and/or malls.
 - » Student will use a phone book.
 - » Student will identify reasons why it is dangerous to keep large amounts of cash readily available.
 - » Student will identify personal or family housing requirements.
 - » Student will recognize/describe the purpose of Automated Teller Machines (ATM).
 - » Student will identify the steps and choices involved in operating a savings account.
 - » Student will recognize a bank statement.

-
-
- High School:
 - » Student will refine general shopping skills.
 - » Student will identify and differentiate between luxury and necessity purchases.
 - » Student will demonstrate the concept of quality purchasing.
 - » Student will demonstrate the concept of economic purchasing.
 - » Student will demonstrate independent grocery shopping skills.
 - » Student will expand and refine shopping skills in department stores, single-item stores, discount stores and/or malls.
 - » Student will demonstrate appropriate procedures for selecting and trying on clothes.
 - » Student will select a wardrobe within a personal budget.
 - » Student will understand the procedures for returning items.
 - » Student will name/identify advantages/disadvantages of using credit cards.
 - » Student will state the appropriate/inappropriate use of credit.
 - » Student will identify things to consider before borrowing money.
 - » Student will locate suitable housing for self by utilizing newspapers, reality companies, and word of mouth.
 - » Student will demonstrate an awareness of how a checking account operates (e.g. making deposits, withdrawals, balancing, etc.).
 - » Student will open a checking account.
 - » Student will write a check and use a debit card properly to pay bills/purchases.
 - » Student will define comparative shopping and finances vocabulary.
 - » Student will calculate the price per unit or make the best buy.
 - » Student will recognize a warranty.
 - » Student will read and interpret common utility bills.
 - » Student will identify cautions to take into consideration when purchasing advertised items.
 - » Student will calculate and/or pay taxes.
 - » Student will divide expenses in a roommate situation.
 - » Student will identify reasons to purchase insurance.
 - » Student will learn that consumer rights are protected when making purchases.
 - » Student will participate in the selection and purchase of a car.
 - » Student will identify the most important factors in car maintenance.
 - » Student will identify factors to consider when looking for a place to live.
 - » Student will define “renting” and “buying” and identifying the advantages of each.
 - » Student will identify the procedures for renting a house or an apartment.
 - » Student will identify procedures for buying a house.
 - » Student will identify necessary household furnishings.
 - » Student will identify factors to be considered when purchasing furniture and appliances.
 - » Student will understand the use of a phone card.

Community Services

Standard: Students will utilize community resources.

Objectives -

- Elementary School:
 - » Student visit a bank and describe the bank's functions.
 - » Student will identify barber/beauty shops and their uses.
 - » Student will identify health care facilities.
 - » Student will use a pay telephone, with assistance.
 - » Student will identify the post office and its purpose.
 - » Student will become familiar with the library.
 - » Student will obtain a library card.
- Middle School:
 - » Student will utilize bank facilities to open and maintain a savings account, if consistent with district policy.
 - » Student will utilize a barber/beauty shop.
 - » Student will utilize health care facilities appropriately.
 - » Student will use a pay telephone independently.
 - » Student will utilize the post office.
 - » Student will utilize the library.
- High School:
 - » Student will utilize a savings account.
 - » Student will utilize a checking account.
 - » Student will use an automated teller machine and card.
 - » Student will identify licensing, titling, recording services offered by the county.
 - » Student will develop knowledge of community resource agencies.
 - » Student will complete an application for a state identification card.
 - » Student will complete an application for a driver's license permit.

Transportation

Standard: Student will identify and utilize methods of transportation.

Objectives -

- Elementary School:
 - » Student will identify modes of transportation for moving people from place to place.
 - » Student will identify and describe walking, bicycles, automobiles, trucks, trains, and buses as forms of land travel.
 - » Student will identify and describe airplanes and helicopters as air travel.
 - » Student will identify and describe boats and ships as means of water travel.
 - » Student will learn the meaning of basic traffic signs in the community.
 - » Student will become familiar with pedestrian safety rules.
 - » • Student will become familiar with traveling by bicycle.
 - » Student will identify and follow school bus rules.

-
-
- Middle School:
 - » Student will expand his/her knowledge of pedestrian safety rules.
 - » Student will identify traffic signs by shape.
 - » Student will receive exposure to public transportation.
 - » Student will use public transportation to travel to a specific, predetermined destination.
 - High School:
 - » Student will utilize bus, train, and plan schedules appropriately.
 - » Student will develop transportation problem solving strategies when riding public transportation.
 - » Student will utilize a taxicab.
 - » Student will become familiar with car-pooling.
 - » Student will make reservations for and obtain an airline ticket.
 - » Student will demonstrate knowledge of procedures to follow after witnessing or being involved in an accident.

Vocational Career Awareness

Standard: Student will demonstrate knowledge related to career awareness.

Objectives -

- Elementary School:
 - » Student will distinguish between work and play.
 - » Student will identify different types of workers.
 - » Student will identify different products made by workers and describe where the products are made.
 - » Student will identify community workers who provide services and describe the services of each.
 - » Student will learn that personal needs and values can be met by work.
 - » Student will describe work and workers in the home.
 - » Student will describe basic employability traits and demonstrate them in school.
 - » Student will describe work and workers in the school.
 - » Student will develop an awareness of basic responsibilities within the school classroom.
- Middle School:
 - » Student will investigate and determine the reasons why people work.
 - » Student will expand vocabulary to include terms used in employment situations.
 - » Student will identify ways in which specific occupations contribute to society.
 - » Student will identify the role of employment in building personal and social relationships.
 - » Student will identify major occupational interests.
 - » Student will identify way in which different workers are dependent on each other.
 - » Student will identify necessary aptitudes related to an occupational choice.
- High School:
 - » Student will explore a variety of occupational categories and begin developing occupational preferences.
 - » Student will recognize that work is necessary to obtain economic independence.
 - » Student will identify personal needs that are met by an income.

-
-
- » Student will determine if a worker's net pay is adequate to meet expenses.
 - » Student will identify the four general job classifications: non-skilled, semi-skilled, skilled, professional.
 - » Student will identify physical limitations which would prohibit performance of a specific job.
 - » Student will match jobs with the appropriate hourly wage of each.
 - » Student will develop an understanding of different kinds of wages.
 - » Student will identify the aptitudes required by specific jobs.
 - » Student will identify requirements for jobs of interest within the community.
 - » Student will identify employer responsibilities.
 - » Student will use newspaper and/or online database to locate jobs or training.
 - » Student will identify traits needed for continued employment, i.e. doing what is asked by an employer, having a pleasant personality, completing assignments, wise use of time and effort, obey rules, taking pride in job well done.
 - » Student will identify ways to be safe on jobs.
 - » Student will demonstrate an awareness and knowledge of the rights, privileges, and fringe benefits of a worker.

Career Exploration

Standard: Student will explore future vocations by completing tasks with greater skill and accuracy.

Objectives -

- High School:
 - » Student will explore various occupations.
 - » Student will participate in school's work exploration program.
 - » Student will volunteer in help programs.
 - » Student will attend and participate in career day at home school, vocational school, or community school.
 - » Student will complete a vocational assessment.
 - » Student will discuss results with evaluator, teacher, or counselor.
 - » Student will identify jobs that are well-matched to personal strengths.

Career Preparation

Standard: Student will become aware of means to obtain employment and identify ways to keep a job.

Objectives –

- Job Procurement
 - Middle School:
 - » Student will become aware of classified advertisements as a means for identifying job possibilities.
 - » Student will maintain job performance acceptable to the supervisor.
 - » Student will identify methods for dealing with adjustment problems on work sites.
 - » Student will become familiar with information required on job applications.
 - » Student will identify personal traits considered important for an employee.
 - » Student will identify reasons why a person may fail to be employed.
 - » Student will identify ways to keep a job.
 - » Student will identify job terms such as wage, position, experience.

-
-
- High School:
 - » Student will identify and demonstrate the steps involved in searching for a job.
 - » Student will locate available jobs using the classified section of newspaper.
 - » Student will collect and maintain data necessary to complete a job application.
 - » Student will become familiar with appropriate interviewing skills.
 - » Student will complete a job application information sheet/card to carry to interviews.
 - » Student will obtain a work permit/food service permit.
 - » Student will demonstrate the ability to complete business forms and applications.
 - » Student will create a functional resume.
 - » Student will become familiar with questions frequently asked in a job interview.
 - » Student will demonstrate appropriate language when interviewing for a job.
 - » Student will become familiar with questions to ask during an interview.
 - » Student will develop a basic understanding of Social Security.
 - » Student will become responsible for his/her Social Security card.
 - » Student will complete an “Employee’s Withholding Allowance Certificate” (W-4 form) upon employment.
 - » Student will determine ways to obtain a raise or promotion.
 - » Student will determine ways to avoid problems with employers and/or co-workers.
 - » Student will identify resources for assistance if employment problems cannot be resolved.
 - » Student will role-play a job interview.
 - » Student will apply for a specific job in a career area of interest.
 - » Student will obtain at least one appropriate suit of clothes for job interviews.
 - Problem Solving
High School:
 - » Student will systematically analyze the component parts of a given situation or process and then plan, organize, and implement a concept to improve that situation or process.
 - » Student will apply a given set of rules, directions, or instructions to solve a problem or to accomplish a task.
 - » Student will prioritize multiple tasks according to importance and prepare a time frame and schedule to accomplish the tasks.
 - » Student will identify and analyze a problem by stating causes and effects.
 - » Student will demonstrate an understanding of oral, visual, and written information by summarizing it and following through with appropriate action.
 - Communication
High School:
 - » Student will use correct grammar when speaking and correct punctuation, spelling, vocabulary, and grammar in all written work.
 - » Student will take a position and communicate ideas to justify position.
 - » Student will use multi-media and prepare an oral presentation that has a specific message that is effective and then alter the presentation for a different audience.
 - » Student will use active listening and observation skills to understand the positions of others, and use verbal and nonverbal cues from other to communicate effectively in return.

- Working with Others

High School:

- » Student will understand what it takes to develop an effective Team, including Team rules, behavior norms, Team roles, communications, and decision-making practices.
- » Student will use encouragement, persuasion, motivation, and other effective communication skills to complete group assignments.
- » Student will perform effectively in both leadership and non-leadership roles.
- » Student will demonstrate the ability to mediate and resolve conflicts.
- » Student will provide effective, corrective, and positive feedback to others in the appropriate situation.

- Technology

High School:

- » Student will demonstrate the ability to set up and operate computer equipment.
- » Student will demonstrate the ability to obtain and exchange information by using online sources.
- » Student will demonstrate the ability to select and use multiple software packages for specific purposes.
- » Student will demonstrate the ability to use word processing.
- » Student will demonstrate the ability to create and use databases, spreadsheets, and graphics.
- » Student will demonstrate the ability to use telecommunications.
- » Student will select and use the appropriate technology and procedures for a resolution or solution for a given word problem, assignment, or task.

- Self-Management

High School:

- » Student will understand what is expected of a person in a given situation or process, and be able to clarify, modify, and/or meet those expectations.
- » Student will be punctual with appointments and completion of work assignments and be able to handle appropriately unavoidable delays.
- » Student will stay with an assignment or task to completion.
- » Student will demonstrate self-motivation.
- » Student will work independently without direct supervision.
- » Student will take steps appropriate to developing or implementing new ideas or concepts to improve a given situation or process.
- » Student will choose ethical courses of action and exhibit honesty and reliability in words and action.
- » Student will dress appropriately to maximize personal effectiveness and safety in various settings (e.g. work, school, community functions).
- » Student will be able to check details and quality of one's work and to take action to correct mistakes.

Work Skills

Standard: Student will develop the skills necessary to complete tasks in the workplace.

Objectives -

- Preparatory

Elementary School:

- » Student will sort by type of object.
- » Student will sort by color of object.
- » Student will sort by shape of object.
- » Student will sort by size of object.
- » Student will disassemble small units of two or more parts.
- » Student will assemble parts of an object to make a section of that object.
- » Student will assemble parts of an object to make the whole object.
- » Student will separate continuous rolls of paper, plastic sheeting, cloth and bagging material into measured parts.
- » Student will use storage areas appropriately.
- » Student will become familiar with supplies used in school.
- » Student will become familiar with simple hand tools.
- » Student will use scissors.

- Food Service

Elementary School:

- » Student will assist with snack time.
- » Student will clean own lunch area.
- » Student will assist in school cafeteria.
- » Student will put clean dishes away.
- » Student will clean the exterior of a refrigerator.
- » Student will identify food preparation equipment found in the kitchen of a school cafeteria and give the proper name and function of each.

- Middle School:

- » Student will straighten cabinets and drawers.
- » Student will clean a stove top.
- » Student will clean the interior of a refrigerator.
- » Student will identify the components of a standard recipe.
- » Student will identify sanitary procedures for food preparation and service.

- High School:

- » Student will demonstrate personal sanitation for food service employees.
- » Student will demonstrate washing, sanitizing, and drying dishes by hand.
- » Student will demonstrate washing glassware, tableware, and flatware in a commercial dishwashing machine.
- » Student will demonstrate washing, sanitizing, and drying pots and pans, and other utensils by hand.
- » Student will identify and select appropriate tools for food preparation.
- » Student will identify and select appropriate utensils for food preparation.
- » Student will use cutting tools safely.
- » Student will identify the use and care procedures for food preparation equipment.

-
-
- » Student will identify appropriate use and care of cooking equipment.
 - » Student will demonstrate proper use and care of cold storage equipment.
 - » Student will demonstrate the use and care of holding and serving equipment.
 - » Student will define food service terminology.
 - » Student will identify common can sizes and their approximate yield.
 - » Student will prepare sandwiches.
 - » Student will prepare appetizers.
 - » Student will prepare soups, sauces, and gravies.
 - » Student will prepare eggs and egg dishes.
 - » Student will prepare cheese and cheese dishes.
 - » Student will prepare meats, seafood, and poultry.
 - » Student will prepare cereal and pasta products.
 - » Student will prepare fruits and vegetables.
 - » Student will prepare breads.
 - » Student will prepare a variety of desserts.
 - » Student will prepare cookies.
 - » Student will prepare cakes and icing.
 - » Student will prepare pastry and pies.
 - » Student will demonstrate the proper use of seasonings.
 - » Student will adjust recipes to increase or decrease yield.
 - » Student will use proper methods of proportioning foods.
 - » Student will use proper procedures to serve food.
 - » Student will identify persons responsible for side work duties.
 - » Student will demonstrate basic rules for table service.
 - » Student will demonstrate procedures for setting tables.
 - » Student will demonstrate procedures for writing orders and placing them in the kitchen.
 - » Student will demonstrate steps involved in picking up, assembling, and inspecting food orders.
 - » Student will identify the order of service for breakfast, lunch, and dinner.
 - » Student will demonstrate the correct removal of dishes from the table.
- Home Industry
 - Elementary School:
 - » Student will identify tools used in the home, school, and community and describe the function of each.
 - » Student will pick up and hold simple tools.
 - » Student will identify and demonstrate the proper use of basic household tools.
 - » Student will plug in and unplug appliances.
 - » Student will use light switches and switches that turn appliances and conveniences on and off.
 - » Student will lock and unlock catches, locks, and chains on doors.
 - » Student will set clocks.
 - » Student will sort nails or bolts.
 - » Student will use sandpaper.

-
-
- » Student will use paint and a paintbrush.
 - » Student will use a hammer.
 - » Student will bolt wood together.
 - » Student will use a screwdriver.
 - Middle School:
 - » Student will match a list of tasks to the tools and materials necessary for each.
 - » Student will use a screwdriver.
 - » Student will loosen or take out screws.
 - » Student will remove a nail.
 - » Student will use a standard and an adjustable wrench.
 - » Student will use pliers.
 - » Student will stain wood.
 - » Student will paint wood.
 - » Student will seek appropriate help for repairs to household appliances and accessories.
 - High School:
 - » Student will saw a board.
 - » Student will use hand drill and electrical drill.
 - » Student will become familiar with different painting techniques.
 - » Student will make minor household repairs.
 - » Student will determine proper battery size for a battery operated device and install the battery correctly.
 - Horticulture
 - Elementary School:
 - » Student will develop an awareness of plants and their care.
 - Middle School:
 - » Student will coil a hose.
 - » Student will pull weeds from beds and borders.
 - » Student will use grass clippers to trim grass.
 - » Student will use a wheelbarrow.
 - » Student will fertilize a lawn.
 - » Student will water a lawn using stationary sprinkler.
 - » Student will use a leaf blower.
 - High School:
 - » Student will use a shovel with a round point.
 - » Student will use a push broom to clean an outside area.
 - » Student will use a grass rake after mowing.
 - » Student will maintain and/or start a power mower.
 - » Student will mow lawns of different shapes.
 - » Student will mow tall grass.
 - » Student will transplant bushes.
 - » Student will trim hedges.
 - » Student will maintain and use a weed-eater.
 - » Student will pile debris for removal.
 - » Student will care for a lawn independently.

-
-
- Housekeeping
 - Elementary School:
 - » Student will follow a schedule for general house cleaning.
 - » Student will strip a bed.
 - » Student will dust flat surfaces.
 - » Student will replace toilet paper on a roll.
 - » Student will clean up clutter by putting it in the appropriate place.
 - Middle School:
 - » Student will become familiar with safety practices and most common cause of accidents.
 - » Student will become familiar with necessary cleaning equipment and supplies.
 - » Student will use a cart with cleaning supplies.
 - » Student will remove smudges from smooth surfaces.
 - » Student will clean and adjust venetian blinds and window shades.
 - » Student will vacuum upholstered furniture.
 - » Student will wash woodwork and doors.
 - High School:
 - » Student will change a light bulb.
 - » Student will clean a floor with a wet mop.
 - » Student will wax the floor using liquid wax.
 - » Student will vacuum the floor.
 - » Student will clean interior walls.
 - » Student will sort clothes for washing.
 - » Student will use an automatic washer.
 - » Student will use an automatic dryer.
 - » Student will use a steam iron.
 - » Student will iron flat pieces with a steam iron.
 - » Student will iron a shirt or a blouse.
 - » Student will iron a pair of pants.
 - » Student will mend items by machine.
 - » Student will become familiar with the routine of cleaning private homes.
 - » Student will become familiar with the routine of cleaning guest rooms in hotels/motels.
 - » Student will make a bed.
 - » Student will care for blankets and mattress.
 - Janitorial
 - Elementary School:
 - » Student will clean the chalkboard/dry erase board.
 - » Student will arrange chairs.
 - » Student will empty wastebaskets.
 - » Student will place toilet paper on a roll.
 - » Student will fill a paper towel dispenser.
 - » Student will identify basic custodial tools found in a school and give the name and function of each.

-
-
- Middle School:
 - » Student will line a wastebasket or garbage can.
 - » Student will clean a mirror.
 - » Student will clean a window.
 - » Student will clean a drinking fountain.
 - » Student will sweep the floor.
 - High School:
 - » Student will change a light bulb and/or fluorescent tube.
 - » Student will use a squeegee to clean large windows.
 - » Student will vacuum the floor.
 - » Student will sweep, using a push broom.
 - » Student will use a string mop.
 - » Student will wax the floor, using liquid wax.
 - » Student will strip old wax from floors.
 - » Student will buff smooth-surfaced floors.
 - » Student will follow a routine to clean the public areas of a building.
 - » Student will follow a routine to clean an office.
 - » Student will identify reasons for daily cleaning of restrooms, bathrooms, and shower rooms.
 - » Student will clean the bathtub, shower, and sink.
 - » Student will clean toilets.
 - » Student will follow the routine for cleaning a restroom or shower room.
 - » Student will identify ways to conserve time and energy, whenever possible, when performing tasks.
 - Office/Clerical
 - Elementary School:
 - » Student will deliver attendance card and/or lunch count to the school office.
 - » Student will use a letter opener.
 - » Student will load a stapler.
 - » Student will use a stapler.
 - » Student will remove staples.
 - » Student will fasten papers with paper clips.
 - » Student will use rubber bands to group items together.
 - » Student will punch holes in paper.
 - » Student will sharpen a pencil.
 - » Student will empty a pencil sharpener.
 - » Student will fold an 8½ “x 11” sheet of paper to be inserted into an envelope.
 - » Student will insert items into envelopes.
 - » Student will seal envelopes.
 - » Student will affix postage stamps to envelopes.
 - » Student will make a telephone call with assistance.
 - Middle School:
 - » Student will collate papers.
 - » Student will insert pre-addressed information into window envelopes.
 - » Student will apply pressure-sensitive labels on envelopes.

-
-
- » Student will stamp return address envelopes.
 - » Student will seal cartons using tape.
 - » Student will wrap and tie packages of various shapes and sizes.
 - High School:
 - » Student will answer the telephone and take messages
 - » Student will file records by name.
 - » Student will operate basic office equipment.
 - » Student will sort envelopes by zip code.
 - » Student will perform other routine office tasks.

Work Behaviors

Standard: Student will develop appropriate behavior for the workplace.

Objectives -

- Elementary School:
 - » Student will develop job responsibilities.
 - » Student will identify the importance of following directions in school and at work.
 - » Student will complete a task correctly, within an appropriate amount of time.
 - » Student will perform a series of assignments in response to verbal instruction.
 - » Student will perform “employee” responsibilities to the best of his/her ability.
 - » Student will develop endurance in work situations.
 - » Student will inspect objects for quality work.
- Middle School:
 - » Student will demonstrate improvement in working with peers and in completing class assignments.
 - » Student will develop job responsibilities.
 - » Student will identify satisfactory time frames required for specific jobs.
 - » Student will identify potential hazards on the job and at school.
 - » Student will “give” and “accept” supervision in small-group situations.
 - » Student will identify reasons for working with others and will recognize the importance of individual components in a cooperative effort.
 - » Student will complete a task which involves other persons.
 - » Student will get along with co-workers.
 - » Student will develop a good work attitude.
 - » Student will maintain an accurate record of the hours and minutes worked at school.
 - » Student will be on time to school and all school-related functions.
 - » Student will call the school to report an absence cause by illness or other acceptable reason.
 - » Student will successfully perform a job within the school setting by adhering to all requirements of the program.
 - » Student will develop endurance in work situations.

-
-
- High School:
 - » Student will identify major reasons for practicing safety and will follow safety instructions on the job.
 - » Student will recognize the need for and importance of attendance and punctuality.
 - » Student will perform a series of tasks in response to written/pictorial instructions.
 - » Student will complete a job following supervisory instructions.
 - » Student will accept criticism and promptly correct the error.
 - » Student will identify reasons for quality standards at school and on the job.
 - » Student will increase endurance in work situation

Socialization

Standard: Student will develop the skills to interact with others.

Objectives -

- Elementary School:
 - » Student will imitate play activity.
 - » Student will engage in solitary play in the presence of other students.
 - » Student will respond to his/her name.
 - » Student will respond to and make greetings/salutations.
 - » Student will return smile when smiled upon by others.
 - » Student will respond to others in a positive manner.
 - » Student will say “please” and “thank you” at appropriate times.
 - » Student will say “excuse me” at appropriate times.
 - » Student will engage in parallel play.
 - » Student will share a toy with a peer.
 - » Student will wait his/her turn.
 - » Student will initiate peer contact.
 - » Student will engage in cooperative play.
 - » Student will state own feelings in a conflict situation.
 - » Student will initiate a compromise to resolve conflict with peers.
 - » Student will ask permission to use other’s belongings.
 - » Student will identify a friend.
 - » Student will remain at the table throughout the meal.
 - » Student will identify ownership.
 - » Student will answer the phone appropriately.
 - » Student will exhibit sympathetic behavior and a concern for others.
 - » Student will accept responsibility.
 - » Student will play competitive games without anger.
 - » Student will communicate wants and needs.
 - » Student will analyze the tone of verbal communication – friendly/hostile.
 - » Student will be courteous during a variety of social functions.
 - » Student will use appropriate proximity control during interactions.
 - » Student will demonstrate awareness of appropriate conversation topics.

-
-
- Middle School:
 - » Student will identify ways personal behavior affects others.
 - » Student will identify ways that peers are alike and different.
 - » Student will make and maintain friendships.
 - » Student will recognize and handle peer pressure.
 - » Student will identify facets of prejudice and discrimination.
 - » Student will recognize a variety of stereotyping and discrimination in relationships.
 - » Student will listen and respond appropriately.
 - » Student will recognize body language and signals.
 - » Student will use “I” statements instead of “you” statements when expressing needs.
 - High School:
 - » Student will identify factors involved in dating.
 - » Student will identify topics concerning teen issues.
 - » Student will recognize potential drug and alcohol effects.
 - » Student will recognize signs of abuse.

Appendix B - Transition Goals and Objectives

*Adapted from Connecticut's Transitions Training Manual and Resource Directory
(September 2004)*

The transition planning process is driven through the development of a comprehensive IEP for each student. One of the greatest difficulties in the provision of quality transition services is that transition goals and objectives have not, traditionally, driven the development of an IEP. Transition planning in many instances, remains an “afterthought.”

Ask yourself a simple question: **If we are to prepare students to successfully transition to the responsibilities of adult life, how can we accomplish this without knowing where the student is going?**

Understanding, defining and clarifying post-school dreams, visions and outcomes will give teams the foundation to begin to develop transition goals and objectives that reflect what skills a student will need to achieve his/her goals.

The transition component of the IEP must address the targeted post-school outcomes in each of the domains noted in IDEA: postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living and community participation. The post-school outcomes areas mandated under IDEA can be consolidated into the domains of:

- Postsecondary Education/Training
- Employment
- Independent Living/Community Participation

Questions for students:

Postsecondary Education: Are you interested in pursuing higher education after you leave high school?
Have you investigated the types of colleges/universities that will match your interests/needs/environment?
What supports will you need to succeed in a postsecondary, academic environment?

Employment: What kind of work would you like to do?
What kind of training will you need for that work?
What kind of environment would you enjoy working in?
Will you need any supports on the job?

Independent Living: Where would you like to live (with your family, on your own, with friend)?
What kinds of skills will you need to make it happen (cooking, cleaning, using transportation)?
How will you take care of your health needs?
How will you manage financially?

Community Participation: Will you be able to travel to work to pursue leisure activities in the community?
Will you be able to access the service that can help you?
Do you have hobbies and interests outside of school? Will they be enough to fill your leisure hours as an adult?
How will you be able to find friends and maintain relationships with friends and family?

Once the IEP Team has the answers to some of these questions, you can begin to develop a framework for what life after school will look like for this student. You will also have a better idea of what skills, experiences, and educational experiences must be integrated into the student's IEP.

The following section contains a set of objectives that can assist you in identifying potential areas of skills training for a student. While not exhaustive, it should provide you with some good ideas of the types of opportunities students will need in order to enhance their independence as an adult in whatever post- school environment that is appropriate.

Independent

Goal: Student will acquire the necessary daily living skills to allow for independent functioning in a variety of environments (home, vocational and community).

- Student will maintain well- groomed appearance and proper hygiene.
- Student will perform appropriate first aid for minor cuts, burns, and insect bites.
- Student will identify personal medical management needs (prescription, over-the- counter medicine, directions and safety of use).
- Student will verbalize information about the need for regular exercise and proper diet to maintain healthy bodies.
- Student will identify steps necessary to ensure a safe environment, such as obtaining appropriate assistance during emergencies, dealing with strangers, having appropriate ID and knowing when and how to use it.
- Student will maintain a clean bathroom- based upon specific teacher criteria.
- Student will maintain a clean kitchen- based upon specific teacher criteria.
- Student will maintain a clean living room- based upon specific teacher criteria.
- Student will apply and expand knowledge of meal preparation skills, clean up, food storage, and safety in the kitchen- based upon specific teacher criteria.
- Student will demonstrate appropriate use of household appliances- based upon specific teacher criteria.
- Student will demonstrate appropriate skills in laundering based upon specific teacher criteria.
- Student will perform necessary organizational techniques, such as calendar use, scheduling, and record keeping.
- Student will expand time management skills as they relate to home, work, and the community.
- Student will, through role playing, demonstrate appropriate telephone etiquette, usage, 911 emergency calls, 411 operator assistance, and personal safety.
- Student will apply and expand knowledge of written correspondence including telephone messages, letters, lists, etc., based upon specific teacher criteria.

-
-
- Student will based on a dollar amount, choose and purchase a meal in a restraint or cafeteria.
 - Student will demonstrate people etiquette, procedure, and social conversation when in a community based upon specific teacher criteria.
 - Student will, based on a given dollar amount, locate and purchase appropriate items in a store for meal preparation, clothing purchases, household and personal needs-based on specific teacher

Community Participation

Goal: Student will acquire the necessary skills to access the community with independence (and/or specified levels of support).

- Student will participate in _____ extracurricular activity/clubs in the school and community.
- Student will participate in _____ sports program in the school/community.
- Student will be assigned a Peer Mentor to support him/her in recreation/leisure activities in the school/community.
- Student will read and follow directions, maps, signs and transportation schedules.
- Student will receive additional tutorial support to pass the written driver's license examination.
- Student will learn the skills to access public transportation.
- Student will participate in community- based training to learn skills related to:
 - » Shopping
 - » Going to a Restaurant
 - » Establishing a checking and savings account and completing transactions at a bank
 - » Utilizing the Post Office
- Student will demonstrate an understanding of proper etiquette in a variety of social/community situations.
- Student will register to vote (if age 18) and learn the skills to use the voting machines.
- Student will learn the skills access appropriate medical care (calling doctors to make appointments).
- Student will identify leisure activities that they can enjoy in their free time. Student will identify appropriate community resources that could support them after high school.
- Student will complete an application for federal/financial assistance, if appropriate (SSI, SSDI, Title XIX), with assistance from staff and family

Notes



James B. Phares, Ed.D.
State Superintendent of Schools