

# Unit 02: Self Management

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## Standards Alignment

---

### New Jersey Student Learning Standards

---

9.3.12.ED	Education & Training
9.3.12.ED.3	Use critical thinking to process educational communications, perspectives, policies and/or procedures.
9.3.12.ED.4	Evaluate and manage risks to safety, health and the environment in education and training settings.
9.3.12.ED.5	Demonstrate group collaboration skills to enhance professional education and training practice.
9.3.12.ED.10	Apply organizational skills and logic to enhance professional education and training practice.
AAAA.K-12.1	Inquire, think critically, and gain knowledge.
AAAA.K-12.1.1	Skills
AAAA.K-12.1.1.1	Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
AAAA.K-12.1.2	Dispositions in Action
AAAA.K-12.1.2.4	Maintain a critical stance by questioning the validity and accuracy of all information.
AAAA.K-12.1.3	Responsibilities
AAAA.K-12.1.3.5	Use information technology responsibly.
AAAA.K-12.2	Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
AAAA.K-12.2.1	Skills
AAAA.K-12.2.1.2	Organize knowledge so that it is useful.
AAAA.K-12.2.1.4	Use technology and other information tools to analyze and organize information.
AAAA.K-12.4	Pursue personal and aesthetic growth.
AAAA.K-12.4.3	Responsibilities
AAAA.K-12.4.3.1	Participate in the social exchange of ideas, both electronically and in person.
AAAA.K-12.4.3.4	Practice safe and ethical behaviors in personal electronic communication and interaction.

### Integration of Career Readiness, Life Literacies and Key Skills

---

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
---------------	---

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## **Technology / Integration of Computer Science and Design Thinking**

---

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.E.2	Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

## **Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section**

---

	Integration of Knowledge and Ideas
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.RI.11-12	Reading Informational Text
LA.K-12.NJSLSA.W	Writing
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.K-12.NJSLSA.SL	Speaking and Listening
	Comprehension and Collaboration
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

LA.K-12.NJSLSA.L	Language Conventions of Standard English
LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

---

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy**

see Crosswalks

---

## **21st Century Life and Careers**

---

### **Stage I: Desired Results**

---

### **Transfer/Overview/Rationale**

#### **Transfer / Overview / Rationale**

##### Unit Rationale

The purpose of this unit...

- **In order to function independently within the home, school, and community environments, one must have skills to manage a broad range of common school and work based situations as well as personal care responsibilities. Due to the varying strengths, abilities, and weaknesses, and experiences of students in this program, some skills may have been mastered by some students and not introduced to others. Instructors should modify instruction accordingly.**

- **Note to Instructors:** This unit aligns with the **Assessment of Functional Living Skills (AFLS)-Independent Living and Community Participation Protocols**. Instructors may find it useful to use the AFLS protocols to collect baseline data, assess which skills need to be targeted per student, and to monitor progress overtime.

## **Meaning**

---

## **Essential Questions**

---

### Essential Questions

1. **How do I develop an organized way of arranging for the care, storage, and maintenance of my belongings and materials for school and work?**
2. **How do I safely utilize technology to enhance my communication and informational gathering skills?**
3. **How do I maintain current contact lists and organize my time to plan for the future?**
4. **How do I maintain the security of important legal and financial documents, and have a system to ensure the renewal/maintenance of critical documents (e.g., driver's license, identification card, transit pass, social security card, and passport)?**
5. **How do I distinguish between safe/secure websites and scams?**
6. **Do I know where to get help if my rights are violated, if I was treated unjustly, or if bullied or hurt?**
7. **Do I know how to interact with others in a group?**
8. **Do I know how to effectively and safely use social media and electronic communications to socialize with others?**
9. **How can I increase my involvement in my transition planning and IEP development?**
10. **Do I know how to access the information and supports I need so that I can understand things that are important and of interest to me?**

## **Enduring Understanding/Indicators of Understanding**

---

### Enduring Understanding/Indicators of Understanding

- **The development of basic daily living skills is crucial for individuals to function within home, school, and community with the least amount of support.**
- **The more students learn, the more independence they will have and the less they will have others telling them what to do and how to do it.**
- **Understanding the importance of documents and personal security will assist students in ensuring they keep their personal information and documents safe and secure.**
- **Learning internet etiquette and safety will enable students to know when their personal information may be compromised and how to act accordingly.**

- Identifying natural supports within home, school, and community environments.

## **Acquisition (Student Learning Objectives)**

---

### **Knowledge**

---

#### Knowledge

Students will know...

- The student will know how to maintain and organize their school/work environment (e.g. cleaning supplies, keeping supplies organized in locker, keeping work schedule recorded, etc.).
- The student will have knowledge of basic home, medical, personal, and internet safety skills. The student will know how to perform basic first aid and seek medical assistance when appropriate. The student will know when and how to appropriately call 911. The student will know how to follow safety routines for fire and natural disasters.
- The student will know how to maintain and utilize the information necessary to share information and utilize several means of communication as needed (e.g., knows email, phone numbers; makes and receives phone calls, texts, emails; records important information about school/work).
- The student will be able to use the mail system, buy postage, maintain a address book or white pages, send packages, etc.; and sort mail, open and respond in timely manner.
- The student will be able to identify where to go to get a birth certificate, social security card, photo ID, educational transcripts, passports, voter registration card, and working papers; understand where to go to obtain medical history and records; identify where to go to obtain immigration documentation (if applicable); identify documentation necessary to cross U.S. borders; identify the costs associated with obtaining these documents; and complete the forms required to obtain copies of these documents.
- The student will be able to effectively use a variety of electronic devices and programs to create work products, research information, and communicate with others as needed.
- The student will regulate phone and chromebook use appropriately.
- The student will have knowledge of basic home, medical, personal, and internet safety skills.

### **Skills**

---

#### Skills

Student will be skilled at ...

#### Personal Responsibility

- Cleans up area (AFLS page 7; item MS19-21)
- Completes and turns in assignments (AFLS page 19; item RE 50)
- Bring required materials between home/school/work (AFLS page 19; item RE 52)
- Monitors battery charge on necessary devices, such as chromebook (AFLS page 33; item TN 31)
- Completes necessary/assigned tasks (AFLS page 55; item AA 7)

- Avoids food allergens (AFLS page 9; item MS 30)
- Locates names in alphabetical order (AFLS page 63; item AA 40)
- Listens to school announcements (AFLS page 14; item RE 30)
- Addresses an envelope (AFLS page 56; item AA 10)
- Demonstrates knowledge and ability of how and where to get help if rights were violated, if treated unjustly, or if bullied.

## Person Centered Planning

- **Active Participant in IEP and Transition Planning**
  - Demonstrates active awareness of one's strengths, weaknesses, abilities, and disabilities
  - Expresses strengths and needs; asks for accommodations when needed
  - Expresses preferences appropriately, identifies long- and short-range goals, and takes steps to reach goals

## Organization/Management of Materials

- Returns materials to correction location (AFLS page 12; item RE 18)
- Protects belongings (AFLS page 12; item RE 19)
- Gathers and puts away materials as needed (AFLS page 10; items RE 2-7)
- Keeps locker neat (AFLS page 16; item 37)
- Places all personal belongings in appropriate place (AFLS page 18; item RE 47)
- Keep materials for each class separated (AFLS page 19; item RE 51)

## Social Skills

- Responds appropriately to bullying (AFLS page 24; item SS 26)
- Avoids others who engage in inappropriate interactions with students (i.e. make fun of/unfriendly) (AFLS page 24; item SS 27)
- Take others' perspective (AFLS page 25; item SS 29)
- Respond appropriately to attractions; display appropriate behavior for school/work place (AFLS page 26; items SS 31-32)
- Assertively advocates for self in situations outside of school

## Technology

- Waits appropriately during progress bar, hourglass, etc. (AFLS page 28; item TN 9)
- Log off account on shared devices (AFLS page 29; item TN 10)
- Identify programs needed for specific tasks (AFLS page 30; item TN 13)

- Uses search engines (AFLS page 30; item TN 17)
- Safeguards usernames and passwords (AFLS page 31; item TN 18)
- Backs up computer data (AFLS page 32; item TN 26)
- Use the internet safety (e.g. recognized scams)
- Avoid suspicious email or spam.
- Notify others when meeting new people from online contact; arrange to meet people met online only in public places.

## Health and Safety

- Engage in behavior to avoid spread of illness and disease (handwashing, covers mouth, uses tissues, avoids sick people, etc.)
- Schedule and maintain medical appointments; use hospitals, medical insurance, and medical resources
- Discriminate between emergency, and non-emergency medical situations.
- Describe medicine use (OTC and prescription), schedules, using pill cases, purchasing, refills, storage, safety, etc.
- Show caution with sharp, hot, or dangerous objects; understand dangers of poisonous household materials; and avoid dangerous vehicles and equipment.
- Understand home security and identify dangers: keep his or home secured (e.g., windows and doors locked); keep curtains/blinds shut at night or when not home; look outside or ask for identification before opening door to a visitor; demonstrate appropriate use and storage of flammable, electronic, or heat producing items; avoid overloading electrical outlets; develop and use a fire plan; be aware of exits; understand fire safety; and prepare for a natural disaster.
- Assess the safeness of an environment or situation
- Understand who to speak to and not
- Carry the appropriate identification and emergency contact information, and medical information (but only shares to appropriate personnel);
- Identify who to contact if help is needed during a variety of emergency situations
- Describe problem when asking for help; use the phone to get help; and safeguard private/sensitive information

## Stage 3: Learning Plan

---

## Resource and Mentor Texts

---

Resources and Mentor Texts

## Technology

<http://ww8.mediaawareness.ca/>

<https://internetsafety101.org/cyberbullying>

### **Personal Responsibility/Social Skills/Organization/Safety**

[http://kidshealth.org/teen/school\\_jobs/school/homework.html](http://kidshealth.org/teen/school_jobs/school/homework.html)

<http://www.kidshealth.org/kid/feeling/>

### **Person Centered Planning**

<http://www.pacer.org/transition/learning-center/planning/idea-ieps.asp>

NTACT wants to assist transition educators and service providers to improve their programs and services by determining what is working, what is not working, and what needs to be changed or replicated. This toolkit will show you how. It provides specific examples for state and local teams who are developing goals and tasks to improve transition education and services for students with disabilities. The toolkit is designed to help determine what is important to your stakeholders, what needs to be measured to satisfy stakeholders, what is feasible to measure, how to measure these items, and how to report, disseminate, and use your evaluation findings.

<http://www.transitionta.org/evaluationtoolkit>

## **Formative Assessment Strategies**

---

Formative Assessment Strategies

**Portfolio**

**AFLS**

**Observation**

**Task Analysis**

## **Learning Activities/Unit of Study**

---

Learning Activities/Unit of Study

- Task Analysis (including Self and Peer Assessment of skills)
- Direction instruction
- Teacher observation and feedback
- Group activities
- YouTube videos to supplement instruction
- Community Based Instruction (CBI trips)

## **Modifications and/or Accommodations**

---

**Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

## Special Education Students

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## Students with 504 Plans

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

## Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

