

Unit 03: Self Management

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

Standards Alignment

New Jersey Student Learning Standards

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.8.1.8	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.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.3	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
TECH.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.

TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
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.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
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.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

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

LA.RL.9-10	Reading Literature
LA.K-12.NJLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LA.K-12.NJLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
LA.K-12.NJLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.K-12.NJLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
LA.RI.9-10	Reading Informational Text

LA.K-12.NJSLSA.W	Writing
LA.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LA.RI.9-10.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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 Knowledge of Language
LA.K-12.NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.K-12.NJSLSA.L5	Demonstrate understanding of word relationships and nuances in word meanings.
LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.SL.9-10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
LA.SL.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented. Knowledge of Language
LA.L.7.3.A	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
LA.L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
LA.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.3.3.A	Choose words and phrases for effect.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy
New Section

see Crosswalks

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

In order to be successful within the classroom, vocational and home environments, students must have an understanding of socially acceptable and unacceptable behaviors. Multiple concepts are involved with social awareness and self management, such as being able to utilize appropriate greetings and salutations, entering and exiting conversations appropriately, as well as being able to manage one's self and handle emotions. By having an understanding of self management and social awareness, students will be better able to participate more functionally within the community, school, home and vocational environments. Due to the varying strengths, abilities, weaknesses and experiences of the students in this program, certain skills may have been mastered by some students and not introduced to others. Instructors should modify instruction accordingly.

*Note to instructors: This unit was developed using the Assessment of Functional Living Skills (AFLS)- School Skills, Independent Living, Community Participation, and Basic Living Skills Assessment Protocols. Some areas of focus were developed verbatim, while others were elaborated upon. *Denotes information obtained directly from the AFLS. 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.*

Reference: Partington, J.W., Mueller, M.M. (2012). The Assessment of Functional Living Skills, Community Participation Assessment Protocol, Marietta, GA.: Stimulus Publications

Partington, J.W., Mueller, M.M. (2012). The Assessment of Functional Living Skills, Basic Living Skills Assessment Protocol, Marietta, GA.: Stimulus Publications

Partington, J.W., Mueller, M.M. (2012). The Assessment of Functional Living Skills, Independent Living Skills Assessment Protocol, Marietta, GA.: Stimulus Publications

Partington, J.W., Mueller, M.M. (2012). The Assessment of Functional Living Skills, School Skills Assessment Protocol, Marietta, GA.: Stimulus Publications

Meaning

Essential Questions

Essential Questions

- Do I understand the concepts and importance of self hygiene and self presentation?
- Do I understand how to initiate and maintain basic conversation?
- Do I understand and use appropriate manners?
- Do I understand varying types of emotions and what they mean?
- Do I understand how to deal with heightened emotional states?
- Am I able to utilize functional communication skills within various environments?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

- The development of social awareness and self management skills are crucial for students to be able to live and function appropriately in a variety of settings (i.e., home, school, community, vocation) with the least amount of support.
- Being able to interact and socialize with both novel and familiar people are key steps to increasing independence.
- Mastery of skills used on a daily basis such as initiating conversation, knowing when to say “thank you,” and other remarks, demonstrating adequate hygiene, and managing heightened emotions for example, are necessary in order to be as successful and independent as possible within various environments.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- The student will understand and demonstrate appropriate hygiene techniques (i.e., taking bath or shower, brushing teeth, combing hair, wearing clean clothes, etc.).
- The student will understand how to prevent the spread of illness, but using standard precautions of covering a cough, washing hands, and using tissues.
- The student will be able to use general conversational comments such as greetings/salutations, saying “please,” “thank you,” and “excuse me,” appropriately with both familiar and unfamiliar listeners.
- The student will understand how to enter and exit a conversation and how to appropriately interrupt an already occurring conversation.
- The student will understand reciprocal conversation and how to engage with both peers, family, staff and employment members.
- The student will understand and know how to respect personal space with familiar and unfamiliar people.
- The student will utilize functional communication skills to communicate (i.e., use of gestures, verbalizations, device, etc.)
- The student will be able to recognize who and how to ask for assistance when needed.
- The student will be able to request for needed or missing items when completing a task.
- The student will ask questions to gather more information regarding a task when needed (i.e., “what,” “who,” “where,” etc.)
- The student will be able to manage emotions, especially when presented with difficult situations (i.e., confrontation, unfamiliar tasks, routine changes).
- The student will understand basic and advanced emotions and situations in which they may occur.
- The student will recognize emotions felt, especially during difficult situations.
- The student will utilize strategies to manage heightened emotional states in order to remain calm upon any unforeseen or sudden changes to their schedule, routine, etc.

Skills

Skills

Student will be skilled at ...

Self Care:

Information obtained through the Assessment of Functional Living Skills- Independent living Skills, Basic Living Skills, and Community Participation Skills Protocols

- *Self Hygiene:
 - Bodily Hygiene: the student will understand the importance of, and execute the skills needed to bathe/shower daily, keep a clean shaven face, cover cough, sanitize hands as needed and utilize and dispose of tissues appropriately.
- *Self Presentation:
 - Clothing: the student will understand the importance of, and execute the skills needed to consistently wear clean clothes, wash clothes when needed, identify the difference between clean and dirty laundry, and iron when needed.

- *Social Awareness:
 - Basic Social Skills: the student will be able to utilize and return appropriate greetings and salutations, establish and maintain eye contact during conversation, ask appropriate individuals for assistance when needed, introduces one's self to family and friends, shakes hands, respects personal space, understands acceptable vs. unacceptable social behaviors in a variety of settings.
 - Conversational Skills: the student will understand how to enter and exit a conversation appropriately, how to wait for a break in conversation before contributing thoughts, initiate conversation with peers and teachers, how to adjust and keep voice volume based on ambient sound, proximity nature of conversation (i.e., conversation in library vs. cafeteria), how to introduce one's self and friends/family to others and how to engage in reciprocal conversation.
 - Manners: the student will understand and use "please," "thank you," and "excuse me," appropriately, will signal the need to interrupt (i.e., raising hand), will not interrupt an individual on the phone, knows when to hold doors for others, understands when and how to give compliments, and will display good sportsmanship.
- *Self Management:
 - Basic Communication: the student will be able to communicate using signs, gestures, verbalizations, device, etc., requests for specific items when needed, requests for help, requests for information using the following questions: "who," "what," "where," "when," "why," and "how," answers questions regarding personal information.
 - Personal information: The student will be able to state his or her name, phone number, birthday, address, and other essential personal information, understand when and whom to give the information to, and know the phone number of a family member, caregiver or community helper should an emergency or problematic situation occur.
- *Emotional management:
 - Emotional understanding: the student will understand the differences between emotions, how to identify emotions and discuss potential solutions for managing emotions.
 - Dealing with emotions: the student will understand and recognize current states of emotions, how to handle frustration during times of confrontation, difficult tasks, being told "no," etc, how to handle excitement and special events appropriately, will remain calm with a change in routine, an unexpected event, or when having to work with new and unfamiliar people.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

Resources:

https://www.autismspeaks.org/sites/default/files/documents/family-services/improve_social.pdf

<http://autismteachingstrategies.com/free-social-skills-downloads-2/>

<http://www.englishworksheetsland.com/hygiene.html>

<https://www.turtlediary.com/worksheet/personal-hygiene-worksheets-for-kids.html>

<http://www.mypersonalhygiene.com/personal-hygiene-worksheets-for-kids/>

http://themathteachers.com/telling_time.html

<https://www.thoughtco.com/telling-the-time-2312159>

<http://www.senteacher.org/Print/>

<http://www.apples4theteacher.com/java/telling-time/>

<http://www.helpkidzlearn.com/find-out/talking-clock>

<http://sqooltools.com/edvideos/time/index.html>

<http://www.smartygames.com/igre/time/michaelTeachesTime.html>

Additional Websites:

<http://files.eric.ed.gov/fulltext/EJ843610.pdf>

http://www.specialconnections.ku.edu/?q=behavior_plans/positive_behavior_support_interventions/teacher_tools/teaching_self_management_skills

<https://www.iidc.indiana.edu/pages/Dont-Forget-About-Self-Management>

Formative Assessment Strategies

Formative Assessment Strategies

- Task Analysis
- Teacher generated quizzes and checklists
- Parent questionnaire or interview regarding applied skills in the home
- AFLS-Independent Living & Community Participation Protocols
- Student Self-Assessments

Learning Activities/Unit of Study

Learning Activities/Unit of Study

Learning Activities: Most of the learning activities should take place using mock situations and group lessons within the classroom and school environment. Once students have a general understanding of the targeted skills, generalization of skills is recommended to be tried outside of the school setting within the community and vocational environments. All learning activities should be modified based on the student's current level of functioning.

Self Hygiene:

- Activities focusing on the identification and labeling of items necessary for self care (i.e., deodorant, shampoo, body wash, shaving cream, etc.)
- Field trip to convenience store to identify where and what items are needed for cleanliness
- Utilization of personal hygiene items in classroom bathroom.

Self presentation:

- Activities focusing on the identification and labeling of clothing sizes and discussion of what is too big, or too small
- Using videos to identify those who are dressed professionally, vs, casually

- Field trip to clothing store to identify where and what items are appropriate for specific situations (i.e., job interview, dinner party, etc.)
- Provide samples of clothing items and have students determine boy vs. girl clothing, dress vs. casual clothing etc.

Basic Social Skills:

- Lessons on the importance of eye contact, greetings, salutations, appropriate comments, etc. should be conducted at the start of each lesson targeting social skills.
- Daily activities should take place, requiring the use of appropriate greetings and salutations to both familiar and unfamiliar people.
- Videos, mock trials, etc, should be conducted to depict appropriate vs. inappropriate eye contact, how to ask for assistance, and how to introduce one's self to new people.
- Videos, mock student interactions, etc. to review personal space.

Conversational Skills:

- Lessons on the importance of maintaining appropriate eye contact, showing interest during conversation and entering/exiting appropriate should be introduced during each lesson.
- Conversation starter games. Using a beach ball, or other type of ball, have students ask and answer personal questions to each other.
- Mock situations using small groups
 - Create mock conversations with targeted behaviors occurring (i.e., interrupting appropriately, exiting appropriately etc.)
- Role play introductions with both peers and staff members.

Basic Communication: Activities targeted effective communication, using verbalizations, devices, PECS, etc., should be implemented daily.

- Promote the use of visual aides as needed to request for assistance, and specific items needed.
- Discuss the meanings of "wh" questions and what information they provide (i.e., "who" gives information about a person, "where" gives information about a place, etc.).
- Create mock situations in which items are missing, promoting the need to ask for the items using specific language.

Personal Information:

- Development and use of personal information binders (entailing Name, address, DOB, parental contact information etc.)
- Activities discussing the importance of personal information and what it is used for.

- Role play situations involving the students playing various people (i.e., police officer, stranger) and having students determine to whom they would give their information.

Emotional Understanding:

- Use of picture cards to have students identify and label various feelings
- Use of rating scales and varying situations to determine the severity of presented emotion.
- Various games for both students and staff to utilize varying facial expressions and have students determine the emotion.
- Emotional description tasks involving the students being presented with an emotion, and writing what might cause someone to feel like that.

Dealing with emotions:

- Activities discussing the expected vs. unexpected reactions of various emotions (i.e., if you are mad, should you punch something, or take some alone time to cool off?)
- Use of personal rating scales with appropriate reactions to potential emotions arising after varying situations.
- Availability of break card or saying "I need a break," during new or difficult tasks.
- Discussions on the importance of communicating feelings and letting students know that it's okay to become overwhelmed and frustrated, as long as it's dealt with appropriately.

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

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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.

