

Unit 01: I. Independent Daily Living Skills

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
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Standards Alignment

New Jersey Student Learning Standards

HPE.2.1.6	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
HPE.2.1.6.A	Personal Growth and Development
HPE.2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
HPE.2.1.8	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
HPE.2.1.8.A	Personal Growth and Development
HPE.2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
HPE.2.1.P	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
HPE.2.1.P.A	Personal Growth and Development
HPE.2.1.P.A.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
HPE.2.1.P.A.2	Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).
HPE.2.1.P.B	Nutrition
HPE.2.1.P.B.2	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).
HPE.2.1.P.C	Diseases and Health Conditions
HPE.2.1.P.C.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
HPE.2.1.12	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
HPE.2.1.12.A	Personal Growth and Development
HPE.2.1.12.A.1	Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.
HPE.2.1.12.A.2	Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.
HPE.2.1.12.B	Nutrition

HPE.2.1.12.B.1	Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.
HPE.2.1.12.B.2	Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.
HPE.2.1.12.B.3	Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.
HPE.2.1.12.C	Diseases and Health Conditions
HPE.2.1.12.C.1	Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.
HPE.2.1.12.C.3	Determine the emotional, social, and financial impact of mental illness on the family, community, and state.
HPE.2.1.12.C.4	Relate advances in medicine and technology to the diagnosis and treatment of mental illness.
HPE.2.1.12.D	Safety
HPE.2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
HPE.2.1.12.D.2	Explain ways to protect against abuse and all forms of assault and what to do if assaulted.
HPE.2.1.12.D.3	Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.
HPE.2.1.12.D.4	Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.
HPE.2.1.12.D.5	Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).
HPE.2.1.12.D.6	Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.
HPE.2.2.12	All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
HPE.2.2.12.B	Decision-Making and Goal Setting
HPE.2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
HPE.2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.
HPE.2.2.12.E	Health Services and Information
HPE.2.2.12.E.1	Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.
HPE.2.2.12.E.2	Determine the effect of accessibility and affordability of healthcare on family, community, and global health.
HPE.2.3.2	All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
HPE.2.3.2.B	Alcohol, Tobacco, and Other Drugs
HPE.2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and safety.
HPE.2.3.12	All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
HPE.2.3.12.A	Medicines

HPE.2.3.12.A.1	Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.
HPE.2.3.12.A.2	Summarize the criteria for evaluating the effectiveness of a medicine.
HPE.2.3.12.A.3	Relate personal abuse of prescription and over-the-counter medicines to wellness.
HPE.2.3.12.B	Alcohol, Tobacco, and Other Drugs
HPE.2.3.12.B.1	Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.
HPE.2.3.12.B.3	Correlate increased alcohol use with challenges that may occur at various life stages.
HPE.2.3.12.B.4	Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.
HPE.2.3.12.B.5	Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.
HPE.2.6.12	All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
HPE.2.6.12.A	Fitness and Physical Activity
HPE.2.6.12.A.1	Compare the short- and long-term impact on wellness associated with physical inactivity.
HPE.2.6.12.A.2	Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principals. (FITT and additional training principles)
HPE.2.6.12.A.3	Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.
HPE.2.6.12.A.4	Compare and contrast the impact of health-related fitness components as a measure of fitness and health.
HPE.PK.2.1	Children develop self-help and personal hygiene skills.
HPE.PK.2.1.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
HPE.PK.2.1.2	Demonstrate emerging self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth).
HPE.PK.2.2	Children begin to develop the knowledge and skills necessary to make nutritious food choices.
HPE.PK.2.2.2	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).
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-12.2.1.1	Continue an inquiry- based research process by applying critical- thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

Integration of Career Readiness, Life Literacies and Key Skills

9.3.12.AG	Agriculture, Food & Natural Resources
9.3.12.AG-FD	Food Products & Processing Systems
9.3.12.AG-FD.1	Develop and implement procedures to ensure safety, sanitation and quality in food product and processing facilities.

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.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
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.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
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.8.1.8.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.8.1.8.F.1	Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
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.A	Technology Operations and Concepts: Students demonstrate a sound understanding of

	technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
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.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
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.D.4	Research and understand the positive and negative impact of one's digital footprint.

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

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

LA.RL.11-12

Reading Literature

Key Ideas and Details

LA.K-12.NJSLSA.R1

Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to

	support conclusions drawn from the text.
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
	Craft and Structure
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.K-12.NJSLSA.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.RI.11-12	Reading Informational Text
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.K-12.NJSLSA.W	Writing
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.K-12.NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.K-12.NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	Presentation of Knowledge and Ideas
LA.K-12.NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LA.K-12.NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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.
	Vocabulary Acquisition and Use
LA.K-12.NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
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.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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.SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.L.11-12	Language
	Conventions of Standard English
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position

or function in a sentence) as a clue to the meaning of a word or phrase.

LA.L.11-12.4.B

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

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 live independently, one must be have skills to manage a broad range of common household situations and 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 Casey Life Skills (CLS) Resource Guide-Daily Living and Self Care Guides, as well as 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. The Casey Life Skills website offers a student self-assessment that can be used for pre- and post-program completion and the CLS resource guides offer instructors additional resources and materials. Links for these resources can be found in the resource portion of this unit.

Meaning

Essential Questions

Essential Questions

- How do I develop an organized way of arranging for the care, storage, and maintenance of my clothing, food items, and other household items?
- 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)?
- How do I maintain current contact lists and organize my time to plan for the future?
- How do I maintain my basic self-care routines to keep myself healthy, physically fit, and presentable?
- How do I maintain a clean, tidy, and functional living environment?
- How do I safely use kitchen tools and appliances?
- How do I maintain a healthy diet and plan and cook meals, while avoiding food borne illnesses?
- How do I utilize technology to enhance my communication and informational gathering skills?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

The development of basic daily living skills is crucial for individuals to live any type of residence with the least amount of support.

The more they learn, the more independence they will have and the less they will have others telling them what to do and how to do it.

Mastery of skills used on a daily basis like nutrition, menu planning, grocery shopping, meal preparation, dining decorum, kitchen cleanup & food storage, home management, home safety, health and wellness maintenance are necessary for being as successful and independent as possible in any living setting.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- The student will know how to organize their living environment and time.
- 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 full names, street addresses, email, phone numbers; makes and receives phone calls, texts, and emails).
- The student will know how to care for their personal hygiene, grooming, basic medical needs, and health care.
- The student will know how to maintain and clean the household environment (e.g. cleaning, unclogging toilets, vacuuming).
- The student will know how to use basic household tools (e.g., hammer, screw) and change and replenish items as necessary (e.g., towels, toilet paper, light bulbs).
- The student will understand how to safely and effectively use a variety of kitchen tools & appliances.
- The student will know how to safely purchase, handle, store, and cook food and plan meals.
- 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 how to engage in community safety routines (e.g., when to talk to strangers, avoiding unsafe locations, locking doors, asking for directions).
- The student will know when and how to appropriately call 911.
- The student will know how to solve a variety of problems at home and how to get assistance when necessary.
- The student will know how to follow safety routines for fire and natural disasters.

Skills

Skills

Student will be skilled at ...

INDEPENDENT LIVING-SKILLS:

1. **Organizational Skills** (AFLS: *Independent Living Protocol-Pages 1-5*)
 - **Home organization:** the student will be able to maintain, store and organize important materials appropriately (e.g., keys, wallet, identification, documents, mail); maintain clean and organized living space, and environment; and keep private information secure.
 - **Maintains Personal Documents/Records:** 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.
 - **Time Management/Planning/Reliability:**
 - **Basic Time Related Skills:** (AFLS: *Community Participation Protocol-Pages 37-40*) The student will be able to follow a schedule, understand time related terms (before, after, during, night, after hours, etc.), tell time, use alarms, clocks, and watches; and verbally express

upcoming events and when they will occur.

(AFLS: Independent Living Protocol-Pages 1-5)

- **Scheduling and Planning:** the student will be able to utilize calendars and task lists; make, record, and maintain appointments and other commitments; effectively utilize electronic alerts and schedules; refrain from overcommitting or creating unrealistic schedules; take transportation, weather, holidays, and other factors into account when making schedules; renew documents as necessary; and be timely and honor engagements previously agreed to or cancels with enough notice.

2. Home Communication Skills: *(AFLS: Independent Living Protocol-Pages 1-5)*

- The student will be able to **maintain important contact information** for family, friends, employers, medical professionals, etc.
- **Mail system:** 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.
- **Computer & Internet Basics:** 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.
- **Electronic Communication:** the student will be able to use the internet safety, store strong passwords, secure sensitive and private information, how to write an email and set up an account, avoiding suspicious email or spam.

(AFLS: Community Participation Protocol-Pages 32-36)

- **Phone:** the student will be able to use the phone for appropriate emergency and non-emergency situations; use proper phone etiquette; determine if the appropriate person answered the phone; respond if wrong number calls or is received; relay messages; understand phone security (password protection); store and retrieve contact information; set-up, leave, and retrieve voicemail; and regulate phone and data usage.

3. Self-Care Skills *(AFLS: Independent Living Protocol-Pages 6-12)*

- **Hygiene:** the student will be able to shower with independence and regularity; maintain oral hygiene, kept hair, and clean, kept nails; shave and wear deodorant.
- **Clothing Wardrobe Choices:** the student will dress themselves in clean, ironed, matching, season and setting appropriate clothing, footwear, and outerwear; will wear clothing that is appropriate for body.
- **Health Management:** the student will be able to maintain a healthy diet, sleep and fitness routines; 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.
- **Medical Benefits:** the student will be aware of the local benefits that are available to him/her; and with assistance, apply for benefits that he/she is eligible for.
- **Medicine:** the will be able to describe medicine use (OTC and prescription), schedules, using pill cases, purchasing, refills, storage, safety, etc.
- **Menstrual Periods:** the student will be able to correctly track menstrual cycle; demonstrate understanding of what menstrual cycle is; utilize and purchase appropriate feminine hygiene products as needed; and change feminine hygiene products on schedule and dispose of them appropriately.

4. Maintenance and Cleaning *(AFLS-Independent Living Protocol-Pages 13-19)*

- General Cleaning: the student will be able to empty trash, sort recycling, monitor community trash schedule and regulations; clean and dust with appropriate materials/detergents; clean all parts of home; vacuum, sweep, mop, dust, and tidy a household.
- Bedroom: the student will be able to make a bed, clean and change bedding, sort clothing and puts them away in drawers and closet.
- Kitchen: the student will demonstrate shelf-life of food and products (e.g., make a chart, read labels, label food packaging w. packaging date); throws away old food; engage in food safety practices; and understand how to maintain clean, safe kitchen.
- Bathroom: the student will be able to clean each area appropriately and regularly; refrain from mixing cleaning products; demonstrate awareness of dangerous chemical interactions and need for ventilation; changes towels and replenish supplies.
- Maintenance: the student will be able to follow a schedule; share chores, maintain appropriate temperature in the home (e.g., AC, heat, windows; open/close blinds and curtains; conserve resources, and understand bills.

5. Mechanics and Repairs *(AFLS-Independent Living Protocol-Pages 20-23)*

- Mechanics: the student will be able to use basic tools (hammer, screwdriver, etc.), electrical items, and extension cords safely; hang pictures and decoration; use needle and thread; log on to Wi-Fi; replace bulbs and batteries as needed (smoke detector, remotes, etc.); use plunger to unclog drains; change dish sponge, rags, and mop as needed; and refill soap dispensers, toilet paper, paper towels as needed.

6. Kitchen Tools and Appliances *(AFLS-Independent Living Protocol-Pages 36-40)*

- Kitchen mechanics: the student will demonstrate an understanding of measurement; use basic kitchen tools and appliances appropriately (e.g., knife, tongs, toaster, pots/pans, microwave, oven, dishwasher, refrigerator, blender, garbage disposal, oven mitts, aluminum foil, storage containers); and demonstrate kitchen safety (e.g., fire safety, use of fan, vent, and extinguisher).

7. Food and Meal Planning *(AFLS-Independent Living Protocol-Pages 41-45)*

- Food handling: the student will be able to thaw and store foods appropriately and safely; differentiate between inedible/spoiled and edible foods; and engage in safe food handling.
- Cooking: the student will be able determine when a variety of food items (e.g., meat, seafood, vegetables, and pre-cooked foods) are fully cooked/reheated; use a variety of cooking methods (e.g., microwave, oven, toaster oven, stove top, bake, and boil.)
- Meal planning: the student will be able to plan a meal; estimate timing of meal preparation; plans meal plan for week; creates shopping lists based on recipes; and can plan for an event/company based on the number of expected guests.
- Diet and Nutrition: the student will be able to read and understand nutritional information and labels; maintain a healthy diet; understand food groups; understand their own health risks/needs; and use health supplements as needed.

8.Safety (AFLS-Independent Living Protocol-Pages 64-70)

- Medical: the student will be able to perform minor first aid; determine emergency v. nonemergency situations; maintains first aid and health care supplies; understand medicine uses, labels, shelf-life and interactions; demonstrate understanding of his or her own medical needs and conditions (e.g., allergies, disorders, disabilities, sensitivities) and advocate/care for them; and track and store critical health information and share this information with health care providers.
- Physical safety: the student will be able to show caution with sharp, hot, or dangerous objects; understand dangers of poisonous household materials; and avoid dangerous vehicles and equipment.
- Home safety: the student will be able to 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.
- People Safety: the student will be able to can 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.
- Internet Safety: the student will be able to safeguards private/sensitive information while on the internet and regarding their username and passwords; notify others when meeting new people from online contact; arrange to meet people met online only in public places.

9.Problem Solving (Independent Living Protocol-Page 71-75))

- Seeking Help: the student will be able to identify the scale and magnitude of various problems and the immediacy/urgency they need to be solved; develop and use strategies to find or replace missing items; utilize the internet to problem solve; make minor repairs; and utilize the internet and key people (neighbors, friends, family) for assistance.
- Specific Problems: the student will be able to appropriately respond to home climate control problems (e.g., dress more warmly if heater is not working up to par until fixed, notify landlord); substitute items with other items that can do the same thing (butter knife for screw driver, tissues for toilet paper, using plastic bag for a glove, etc.) as needed; respond appropriately to travel related problems (e.g., taking the wrong route, public transportation delays) and fire-related problems (e.g., what to do when smoke alarm sounds).

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

UNIT 1: INDEPENDENT DAILY LIVING SKILLS:

RESOURCES

BOOKS

- **Taking Care of Myself**
- **It's Perfectly Normal-Changing Bodies, Growing Up, Sex, and Sexual Health**
- **Life Skills Activities for Secondary Students with Special Needs**
 - Part 3: Chapter 9-Writing Skills-Emailing Do's and Don'ts
 - Part 4: Practical Living Skills (Chapters 12-Information skills, 15-Clothing, 16-Living Arrangements, 17-Eating/Nutrition, 18-Shopping, 19-Exercise/Health)
 - Part 6: Problem Solving
 - Handling problem situations, resource management, etc.
- **Life Skills 101: A Practical Guide to Leaving Home and Living on Your Own**
 - Chapter 2: Taking Care of Business (official documents, mail, taxes)
 - Chapter 4: Setting Up Your Home (organization, rent, supplies)
 - Chapter 5: Maintaining the Basics (laundry, home, time)
 - Chapter 6: Eating in and Dining Out
 - Chapter 7: Being a Savvy Consumer (purchases, securing financial info, monitoring credit card information, etc.)
 - Chapter 8: Staying Connected
- **AFLS-Independent Living & Community Participation Protocols** (for curriculum and progress monitoring)

PRINTABLE LESSONS, MATERIALS & WORKBOOKS

Making My Mark: Independent Living Guide/Lessons : Lessons 1, 9

http://www.thenytc.org/sites/default/files/MakingMyMarkFacilitatorGuide%20-%20Final_508.pdf

Moving On: Binder: Section 2: Keeping Records; Section 6: Independent Living

<https://sites.google.com/a/cloud.ifschools.org/d91-special-education-secondary-transition/home/moving-on-binder>

Planning For Your Transition from High School to Adult Life (Transition Planning Workbook):

<http://ruralinstitute.umt.edu/transition/articles/planningworkbook.pdf>

CASEY: Preparing Adolescents For Young Adulthood (PAYA)

Module 1: Home (p. 120-7) & Food (p. 128-143)

http://www.casey.org/media/CLS_ResourceGuides_subdocs_PAYAModule1.pdf

Module 2: Personal Care (p. 4-13), Health Care (p. 14-74), and Safety (p. 75-94)

<http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf>

CASEY: Daily Living Skills-Resource Guides-Daily Living Skills & Self Care:

https://caseylifeskills.secure.force.com/clsa_cw_assessmentResponses?id=a07U000000oobKTIAY#Daily_Living

***(All of the books, games, binders, and printed materials listed above will be stored in the Transition Materials Library):**

RESOURCES ALIGNED WITH SPECIFIC SKILL AREAS

The three resources* listed below align with the Casey Life Skills (CLS) Resource Guide-Daily Living and Self Care Guides. The section below lists resources as they align with both specific AFLS skill areas (Independent Living Skills and Community Participation Protocols) and many are from Casey Family Organization.

***I'm Getting Ready ... I CAN DO IT! (I'm Getting Ready)**

<http://www.itsmymove.org/docs/resources/imgettingready.pdf>

***I Can Do It! A Micropedia of Living on Your Own (I Can Do It)**

<https://www.wcdsb.ca/spec-ed/dl/workplace/pdf/info/3.pdf>

***Ready, Set, Fly! A Parent's Guide to Teaching Life Skills**

<http://www.casey.org/cls/resourceguides/subdocs/ReadySetFly.pdf>

- **Home Organization, Cleaning, Maintenance, and Cleaning**

- I Can Do It! Getting Cleaned Up, p. 94-105.
- I'm Getting Ready, Teach Someone to Clean, C-2.2.
- I'm Getting Ready, Me...a Vacuum Cleaner Salesman? C-2.3.
- I'm Getting Ready, I Can Clean it, C-2.4.
- I'm Getting Ready, Take-out the Garbage, C-4.
- I'm Getting Ready, Getting Rid of Unwanted Guests... Pest Control, C-13
- I'm Getting Ready, Setting My Own Cleaning Standard, C-5, C-6.
- I Can Do It! Wash n' Wear, p. 83-93.
- I'm Getting Ready, I Did the Laundry, LG-3.
- Ready, Set, Fly! Home Cleaning #1-9
- Cleaning 101 – <http://www.cleaninginstitute.org/>
- How Often to Clean Guide: http://www.someecards.com/life/health/how-often-to-clean-guide/?utm_source=mentalfloss&utm_medium=Social&utm_campaign=partner

- **Home Mechanics and Repairs**

- I'm Getting Ready, Kitchen Scavenger Hunt, H-6.
- The Cook's Thesaurus - <http://www.switcheroo.com/>
- Try Google to find kitchen appliance maintenance
- I'm Getting Ready, Electrical Detective at Work, C-7, C-8.
- Ready, Set, Fly! Home Safety and Repairs #5.
- State Farm Home Maintenance
- http://www.statefarm.com/learning/be_safe/home/seasonal/seasonal.asp

- **Obtaining & Maintaining Personal Documents/Records (SS, Medicaid, etc**

- <http://www.youthhood.org/government/index>
- Moving On Binder –Section 2 Keeping Records
- Ready, Set, Fly! Community Resources #6.
- http://www.usa.gov/Citizen/Topics/Family_Issues/Vital_Docs.shtml
- NJ Non-driver identification card (14 years old+): <http://www.state.nj.us/mvc/Licenses/NonDriverID.htm>
- NJ Basic Driver's License: <http://www.state.nj.us/mvc/Licenses/BasicAutomobile.htm>

- **Communication and Organization of Time:** *contact information, mail, email, phone*

- Google Calendar
- Google Contact
- Visual Schedules and Apps
- Timers

- **Basic Computer Skills**

- Free Typing Tutorial <http://www.wikihow.com/Type>
- Free Tutorial on Computer Basics <http://tech.tln.lib.mi.us/tutor/>

- **Internet Safety**

- Test the strength of every password you created: www.Passwordmeter.com
- <http://www.connectsafely.org/PowerPoint-and-PDF-files/>
- www.stopcyberbullying.org
- <http://www.ftc.gov/bcp/edu/pubs/consumer/tech/tec14.shtm>
- <http://www.onguardonline.gov/topics/social-networking-sites.aspx>

- **Self-Care**

- Taking Care of Myself (lessons from book)
- Life Skills Activities for Secondary Students with Special Needs (*lessons and activities from book*)
- Life Skills 101 (book)
- It's Perfectly Normal (book) Changing Bodies, Growing Up, Sex, and Sexual Health

- **Staying Healthy**

- Taking Care of Myself
- Ready, Set, Fly! Health #1-2
- 4 Girls, Illness & Disability; Fitness; Body – www.girlshealth.gov
- Kids Health, Your Body – http://www.kidshealth.org/teen/your_body;
- http://www.kidshealth.org/teen/food_fitness/
- Kids Health, Exercise; Care of Body –http://www.kidshealth.org/kid/stay_healthy/index.html
- Kids Health, Fitness – http://www.kidshealth.org/parent/nutrition_fit/index.html
- Kids Health, Parent Information – <http://www.kidshealth.org/parent/general/index.html>

- **Maintaining Good Hygiene**

- Kids Health, Acne Myths; Being Good to my Body; Ears, Skin, Teeth – http://www.kidshealth.org/kid/stay_healthy/index.html
- Kids Health, Your Body; Body Image –
- http://www.kidshealth.org/teen/your_body/;
- I'm Getting Ready, My Grooming Plan Checklist, LG-4.
- I'm Getting Ready, Clothing Messages on Television, LG-5.
- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=6>
- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=16>
- 4 Girls, Body – <http://www.girlshealth.gov/>
- Kids Health, Your Body – http://www.kidshealth.org/teen/your_body
- Kids Health – http://www.kidshealth.org/parent/grwoing/talk_about_puberty_p3.html;
- http://www.kidshealth.org/teen/sexual_health/

- **Food & Nutrition**

- I Can Do It! Hungry? p. 66-73.
- PAYA-Module 2-Health
- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=19-25>
- Ready, Set, Fly! Nutrition #2 ,#3, #5
- I'm Getting Ready, How Did I Do? H-2; H-3; H-3.1, H-5.
- 4Girls, Nutrition – <http://www.girlshealth.gov/>
- Kids Health - All about What Vitamins and Minerals Do; Why Drinking Water is the Way to Go; What's the Big Sweat about Dehydration –
- http://www.kidshealth.org/kid/stay_healthy/index.html.
- http://www.kidshealth.org/parent/nutrition_fit/index.html.
- http://www.kidshealth.org/teen/food_fitness/
- Kids Health - When Snack Attacks Strike – http://www.kidshealth.org/kids/stay_healthy/
- http://www.kidshealth.org/teen/food_fitness/
- I Can Do It! Hungry? p. 68-69.
- I'm Getting Ready, Confused? Labels Help! H-2.
- Kids Health, Figuring out Food Labels – http://www.kidshealth.org/kids/stay_healthy/

- **Food & Meal Planning:**

- Kids Health, Take a Look at Cooking; How to Read a Recipe– http://kidshealth.org/kid/stay_healthy/
- Conversion Chart: <http://www.casey.org/cls/resourceguides/subdocs/HandyConversionChart.pdf>
- I'm Getting Ready-Oops! I Need to Change the Recipe, H-9.
- I'm Getting Ready-Cooking Demonstration by Guest Chef, H-7; H-8.
- Ready, Set, Fly!-Meal Preparation #3, 5

- **Recipe Generator:**

- <http://myfridgefood.com/>
- <http://www.supercook.com/#/recipes>

- **Recipe Websites:**

- <http://allrecipes.com/>
- <http://foodnetwork.com>

- **Grocery Shopping:**

- Mobile Grocery Apps (e.g., SuperFresh, ShopRite, Acme, Buy Me A Pie-App, etc.)
- Local circulars (search for Sale Items)
- Coupon Websites
- I'm Getting Ready-Empty Those Grocery Bags, H-10.
- I'm Getting Ready-Judging Fresh Produce, H-13.
- I'm Getting Ready-How to Tell What's Inside, H-14.
- I'm Getting Ready-Super Shopper Scavenger, H-15.

- I Can Do It!-Cooks n' Shop, p. 78-82.
- Ready, Set, Fly!-Grocery Shopping-Section #5 -9
- University of Illinois, Thrifty Living:
 - <http://www.urbanext.uiuc.edu/thriftyliving/tl-foodfreshness.html>
- **Food Safety**
 - I'm Getting Ready-Wonder if Anyone Got Sick after Thanksgiving, H-11.
 - I'm Getting Ready-Rx for Ranges, C-2-1.
 - Ready, Set, Fly! Kitchen Clean Up and Food Storage #1-3
 - Consumer Advice on Food Safety, Nutrition, and Cosmetics, Food Storage –
 - <http://www.foodsafety.gov/>
 - Cleaning 101 – <http://www.cleaninginstitute.org/>
- **Treating Minor Illness or Injuries**
 - Ready, Set, Fly! Health #6.
 - Kids Health-Health Care – http://www.kidshealth.org/kid/stay_healthy/index.html
 - http://kidshealth.org/kid/ill_injure/index.html
 - http://www.kidshealth.org/teen/your_body/
 - Kids Health-Infections – <http://www.kidshealth.org/teen/infections/>
 - Kids Health-Parents –<http://www.kidshealth.org/parent/general/index.html>
 - Kids Health-Infections, Parent Info: <http://www.kidshealth.org/parent/infections/index.html>
 - Kids Health-Parent Medical – <http://www.kidshealth.org/parent/medical/index.html>
 - Kids Health- First Aid –http://www.kidshealth.org/parent/firstaid_safety/index.html
- **How to Seek Medical Attention**
 - Kids Health –http://www.kidshealth.org/kid/feel_better/
 - Kids Health-Diseases – http://www.kidshealth.org/teen/diseases_conditions/
 - Kids Health-Infections – <http://www.kidshealth.org/teen/infections/>
 - Kids Health-Parent Medical – <http://www.kidshealth.org/parent/medical/index.html>
 - Kids Health-Parent First Aid – http://www.kidshealth.org/parent/firstaid_safety/index.html
- **Medication Use and Safety**
 - Ready, Set, Fly!-Health #7
- **Medical/Dental Coverage**
 - I'm Getting Ready-What Insurance Do I Need? M-14.
 - Ready, Set, Fly!-Health #10.
 - Kids Health-People, Places, and Things That Help me –http://www.kidshealth.org/kid/feel_better/
 - Kids Health – <http://www.kidshealth.org/parent/system/idnex.html>
- **Medicare & Medicaid Services**
 - https://www.cms.gov/apps/firststep/print/tanf-gas_pf.html
 - <http://www.cms.gov/default.asp?>
 - <http://www.cms.gov/home/chip.asp>
 - <https://www.statevoucher.org/>
 - <http://www.youthhood.org/government/index.asp>
- **Safety: home, medical, and personal**
 - Home Safety
 - I Can Do It!-Staying Safe, p. 39- 45
 - Ready, Set, Fly!-Home Safety #1, 2, 4
- **Kid's Health & Safety**
 - http://kidshealth.org/parent/positive/family/net_safety.html
 - <http://www.healthychildren.org/english/safety-prevention/at-home/Pages/default.aspx>
- **Safety Information, Poison Prevention**
 - <http://www.aapcc.org/dnn/default.aspx>
 - The Parent Center/Baby Center: <http://www.babycenter.com/baby/babysafety/index>
- **CPR & First Aide**
 - Ready, Set, Fly!-Home Safety and Repairs #3-4
 - Learn CPR, Hands on CPR/First Aid Training
 - <http://depts.washington.edu/learncpr/index.html>
- **Internet Safety**
 - <http://www.connectsafely.org/PowerPoint-and-PDF-files/>
 - www.stopcyberbullying.org
 - <http://www.ftc.gov/bcp/edu/pubs/consumer/tech/tec14.shtm>
 - <http://www.onguardonline.gov/topics/social-networking-sites.aspx>
- **Identity Theft:**
 - FTC helpline: 877-438-4338
- **Problem Solving**

- o Ready, Set, Fly!-Community Resources #4.
- o Collingswood Webpage: Local Government Info (e.g., police, fire department, water/sewage, etc.)
<http://www.collingswood.com/local-government>

[I'mGettingReady ICanDoIT LessonResource.pdf](#)

[I Can Do It! A Micropedia of Living on Your Own.pdf](#)

[CLS ReadySetFly LessonResource.pdf](#)

[CLS-PAYA ResourceGuide Module2 Personal, Health, Social Skills, Safety.pdf](#)

[CaseyDL-Daily Living Skills Resource Guide.docx](#)

[CaseyDL-Self-Care Resource Guide.docx](#)

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
- Casey Life Skills Assessment-Daily Living and Self-care Assessments(Pre-Post)
- Student Self-Assessments

Learning Activities/Unit of Study

Learning Activities/Unit of Study

Learning activities can be found in the following resources:

- Taking Care of Myself (book)
- Making My Mark (binder)-Lessons
- Moving On-Transitions Binder
- Life Skills Activities for Secondary Students with Special Needs (book)
- Life Skills 101: A Practical Guide to Leaving Home and Living on Your Own (book)
- AFLS-Independent Living & Community Participation Protocols (assessment/curriculum guide)
- Casey Daily Life Skills-Daily Living and Self-Care Resource Guides
- Transition Planning Workbook <http://ruralinstitute.umt.edu/transition/articles/planningworkbook.pdf>

- **Organization:** home and time management and maintaining personal documents
 - Tell time (analog and digital) using online lessons and real devices (personal and in environment to track time)
 - Start each day with recording schedule and plan for the day in calendar
 - Daily use of schedules, calendars, tasks lists, task analysis, reminder apps, and timers, etc.
 - Use electronic task managers or Calendars
 - Investigate housing costs
 - Keep locker/room neat, clean, and organized
 - Personal documents: practices completing applications and visiting local agencies to obtain necessary documents (e.g., birth certificate, social security card, identification card, passport)

- **Communication:** *contact information, mail, email, phone, computer and internet basics*
 - Gather contact information from friends, family, office numbers, local businesses, past and potential employees, doctors, and references
 - Store information in address book, email, and phone (if applicable)
 - Open, maintain, and use electronic communications
 - Introduce students to a variety of programs, applications, and devices to create work products, access/research information, and communicate with others.
 - Practice purchasing stamps, writing shipping information on envelopes and package labels; and practices mailing and retrieving letters and packages; and check mail with regularity
 - Practice performing basic computer tasks across a variety of devices (e.g., can turn on and, switch users, and shut down both a laptop and desk top; knows how to print from different devices; practices storing and accessing information safely).

- **Self-care:** *hygiene, grooming, medical, health*
 - List and discuss daily, weekly, monthly, and yearly self-care/health routines
 - Have students rate independence with each
 - Develop a plan for how to care for personal medical conditions and needs
 - Provide task analysis and modeling to increase independence
 - Schedule a hair, dental, eye, or doctor appointment
 - Utilize health and fitness tracker apps
 - Practice storing health information and tracking necessary appointments
 - Decipher over the counter and prescription medication labels and
 - Discuss health insurance services, costs, and use of cards

- **Maintenance and Cleaning**
 - Discuss cleaning product and appliance safety
 - Use a cleaning schedule
 - Review and practice how to use each home appliance, and tools appropriately (e.g., washer, dryer, dishwasher, vacuum, oven).
 - Utilize worksheets, situational role play, learning videos, and modeling
 - Practice skills in training setting

- **Mechanics and Repairs**
 - Students should be introduced and be monitored using a variety of home tools effectively and safely (hammer, screwdriver, etc.)
 - Have students visit maintenance and grounds for demonstrations
 - Assist an adult with several "home improvement projects (e.g., painting a room, fixing a faucet)
 - Lessons and worksheets
 - Practice in training setting

- **Kitchen Tools & Appliances**
 - Review how to use each home appliance, and tool appropriately
 - Utilize worksheets, situational role play, learning videos, and modeling
 - Practice in training setting (e.g., home economics class, MD6-8 classroom or School Cafe)

- **Food & Meal Planning**
 - Discuss and review nutrition and labels
 - Review basic food handling and safety (Maybe visit to cooking class)
 - Learn how to use the internet or cook books to look up recipes for preferred food
 - Recipe and food lists development
 - Trips to grocery store, possibly to local kitchen in a restaurant

- **Safety and Problem Solving** *home, medical, personal, internet*
 - Lesson plans
 - Situational role play
 - Visit/lessons from local experts (e.g., nurse, technology teacher, building and grounds crew, counselor, HIB representative)
 - Review local website to explore resources in community

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.