

# Unit 03: III. Self-Deter., Personal Manage., & Relationships

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

## Standards Alignment

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### New Jersey Student Learning Standards

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HPE.2.2.2	All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
HPE.2.2.2.A	Interpersonal Communication
HPE.2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.
HPE.2.2.8.B	Decision-Making and Goal Setting
HPE.2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
HPE.2.2.12	All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
HPE.2.2.12.A	Interpersonal Communication
HPE.2.2.12.A.1	Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.
HPE.2.2.12.A.2	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.
HPE.2.2.12.A.3	Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.
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.B	Alcohol, Tobacco, and Other Drugs
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.2.4.6	All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.
HPE.2.4.6.A	Relationships
HPE.2.4.6.A.5	Compare and contrast the role of dating and dating behaviors in adolescence.
HPE.2.4.8	All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.
HPE.2.4.8.A	Relationships
HPE.2.4.8.A.6	Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.

HPE.2.4.12	All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.
HPE.2.4.12.A	Relationships
HPE.2.4.12.A.4	Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
HPE.2.4.12.A.5	Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent, warning signs of dating violence).
HPE.2.4.12.A.6	Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.
SOC.6.1.4	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.P	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
AAAA.K-12.4	Pursue personal and aesthetic growth.
AAAA.K-12.4.3	Responsibilities
AAAA.K-12.4.3.4	Practice safe and ethical behaviors in personal electronic communication and interaction.
SFLS.PK.6.1	Children identify unique characteristics of themselves, their families, and others.
SFLS.PK.6.1.1	Describe characteristics of oneself, one's family, and others.
SFLS.PK.6.1.2	Demonstrate an understanding of family roles and traditions.
SFLS.PK.6.1.3	Express individuality and cultural diversity (e.g., through dramatic play).
SFLS.PK.6.2	Children become contributing members of the classroom community.
SFLS.PK.6.2.1	Demonstrate understanding of rules by following most classroom routines.
SFLS.PK.6.2.2	Demonstrates responsibility by initiating simple classroom tasks and jobs.
SFLS.PK.6.2.3	Demonstrate appropriate behavior when collaborating with others.
SFLS.PK.6.4	Children develop an awareness of the cultures within their classroom and their community.
SFLS.PK.6.4.1	Learn about and respect other cultures within the classroom and community.

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

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12.9.3.LW	Law, Public Safety, Corrections & Security
12.9.3.LW-EFM	Emergency & Fire Management Services
12.9.3.LW-EFM.3	Utilize up-to-date technology equipment and applications to facilitate the management of emergency and fire management situations.
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**

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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.4	Graph and calculate data within a spreadsheet and present a summary of the results.
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.
TECH.8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
TECH.8.2.8	Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
TECH.8.2.8.B	Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.
TECH.8.2.8.B.6	Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.

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

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### **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.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.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.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.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	Craft and Structure
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.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.R6	Assess how point of view or purpose shapes the content and style of a text.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
	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.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.K-12.NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.RL.11-12.8	(Not applicable to literature)
	Range of Reading and Level of Text Complexity
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.RI.11-12	Reading Informational Text

LA.K-12.NJSLSA.W	Writing
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.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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).
	Production and Distribution of Writing
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.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.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.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g.,

formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

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.K-12.NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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. 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.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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.K-12.NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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.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.11-12.1	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.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.2.A	Observe hyphenation conventions.
LA.L.11-12.2.B	Spell correctly.
	Knowledge of Language
LA.L.11-12.3	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.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).
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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see Crosswalks

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

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

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## Transfer/Overview/Rationale

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### Transfer / Overview / Rationale

#### Unit Rationale

The purpose of this unit...

#### **UNIT 3: SELF-DETERMINATION, PERSONAL MANAGEMENT, & INTERPERSONAL RELATIONSHIPS**

All adults must develop basic skills necessary to live a self-directed life and relate to others. This domain includes self-advocacy and determination, personal development and self-regulation, social interactions and relationships, cultural awareness, and sexuality.

*Note for Instructors: This unit aligns with the following resources: AFLS-Independent Living Protocol-Pages 24—35, 53-56; AFLS-Community Participation Protocol; and Casey Life Skills-Housing & Money Management-Select Portions (Shopping & Transportation).*

## Meaning

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## Essential Questions

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### Essential Questions

- How can I increase my involvement in my transition planning and IEP development?
- 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?
- Do I know my rights and responsibilities as a student, worker, significant other, friend, or roommate?
- How can I better maintain control of my behavior, attention, and emotions?
- Do I know how to interact with others in a group?
- Do I know how to effectively and safely use social media and electronic communications to socialize with others?
- How much do I know about other cultures?
- Do I know where to get help if my rights are violated, if I was treated unjustly, or if bullied or hurt?

## Enduring Understanding/Indicators of Understanding

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## Enduring Understanding/Indicators of Understanding

Skills related to understanding one's self and others are necessary for all parts of our life (e.g., school, work, social, romantic, family). Individuals must also be fully aware of their limitations and strengths and develop effective self-regulation, communication, and problem solving skills. Self-determination and self-advocacy are abilities that are necessary for individuals to direct their own futures, reach goals they have created, and participate in society. Each member of society must understand how to interact effectively with other members of society in order to maximize their own happiness, well-being, and success.

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

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#### **Knowledge**

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Knowledge

Students will know...

#### **Self-Advocacy and Determination**

- Demonstrates active awareness of one's strengths, weaknesses, abilities, and disabilities
- Active Participant in IEP and Transition Planning
- Expresses strengths and needs; asks for accommodations when needed
- Expresses preferences appropriately, identifies long- and short-range goals, and takes steps to reach goals  
Assertively advocates for self in situations outside of school
- Responds appropriately to typical exchanges with others (e.g., saying hello, being bumped or brushed against, making small talk, sarcastic remarks, etc.).
- Understands personal and legal rights and can distinguish between inappropriate and appropriate treatment.
- Demonstrates knowledge and ability of how and where to get help if rights were violated, if treated unjustly, or if bullied.

#### **Personal Management**

- Demonstrates emotional intelligence and perspective taking skills.
- Demonstrates behavioral, emotional, and attentional control
- Demonstrates decision making and problem solving skills.
- Demonstrates reliance and grit.
- Establishes supports, routines, and habits to maintain emotional and mental health and well-being.

#### **Social Interactions**

- Demonstrates basic verbal and nonverbal communication skills (e.g., greets others, eye contact, personal space)
- Is flexible with being the listener and speaker in conversations

- Recognizes social cues and adjusts behaviors accordingly
- Resolves conflicts through discussion, reasoning, & compromise
- Demonstrates cultural awareness and competency

## Interpersonal Relationships

- Maintains relationships with family and friends; establishes new friendships
- Understands the difference between a variety of relationships and the appropriate behavior/expectancies for each: casual acquaintances, work associates, friends, family, initial dating partners, boyfriend/girlfriends, engagement, and marriage.
- Understands how to safely use online communication and social media for entertainment and relationships and recognizes dangers.
- Understands the concepts of sexuality (e.g., physical self, reproductive process, dating, relationship, marriage).
- Makes informed choices regarding sexual behavior

## Living With Others

- Understands basic role, rights, and responsibilities of sharing a living space and being a good roommate
- Is able to discuss and resolve any issues regarding shared responsibilities, items, and expenses as well as privacy and respect of others
- Weighs the pros and cons of having a roommate
- Understands how to resolve roommate related issues
- Understands how to treat and interact with guests

## Skills

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### Skills

Student will be skilled at ...

## SELF-DETERMINATION, PERSONAL MANAGEMENT, & INTERPERSONAL RELATIONSHIPS SKILLS:

### 1. **Self-Advocacy & Determination** (*AFLS-Independent Living Protocol-Pages 57-63*)

- **Self-awareness:** awareness of abilities, disabilities and personal rights; evaluates own performance/strengths and weaknesses; shows concern for wellbeing of others
- **Self-advocacy** speaks up about concerns; persists when challenged; physically projects confidence; deals with attempts of others to manipulate them; identifies email scams , viruses, and other online threats; identifies when to persist or quit a disagreement; is flexible with rules; seeks advise from trusted sources; acts for clarification and assistance as needed; offers suggestions
- **Determination:** is an active participant in goal setting, transition planning, and IEP development; expresses interests, preferences, opinions, and desires to others; regularly makes regular decisions and plans for one's future.

### 1. **Personal Management** (*AFLS-Independent Living Protocol-Pages 57-63*)

- **Self-control:** tolerates short-term unpleasanties; performs non-preferred tasks; remains calm when faced with unexpected/undesired outcomes/situations; deals appropriately with anxiety and fears.

- Understanding others: Knows and respects the rights of others; shows concerns for wellbeing of others; reminds others of commitments; responds appropriately to figurative comments; acts for clarification; lets go of small things; considers intentions and potential reactions of others.
- Conflict: accepts and delivers apologies; forgives and compromises with others; walks away from inappropriate or aggressive confrontations; responds appropriately to authority figures.
- Recreation and Leisure: attempts to expand repertoire of personal interests and activities that enhance well-being; pursue activities of interest

### **C. Social Interactions:** *(AFLS-Independent Living Protocol-Pages 76-81)*

- Manners: appropriate greets people based on relationship and setting; introduces self and friends to others; uses manners when appropriate (thank you, excuse me, your welcome); keeps secrets when appropriate, excuses self (for phone call or bathroom); refrains from grooming (brushing hair, flossing, clipping nails) in public
- Basic Social Awareness and Manners *(AFLS: Community Participation Protocol-Pages 41-50)*

Uses appropriate greetings and manners across a variety of social situations; volume control; adjusts personal space across a variety of situations and settings; appropriate topics of discussion; good sportsmanship; shows concern and interest in others; identifies sarcasm and genuine statements; responds appropriately to bullying, teasing, and peer pressure; tells and understands jokes; uses names, formal and informal with appropriate titles, identifies and deals with social anxiety

### *(AFLS-Independent Living Protocol-Pages 76-81)*

- Group Participation: Participates with others in shared interest activities (movie, sports, video games, theater, music, food, etc.); identifies others who may be interested in their interests and invites them to participate; participates in traditions and gives gifts/cards and thank you notes.
- Conversations-recognizes when others would not or are not interested in a topic of conversations; allows others to talk uninterrupted; shows active listening skills; demonstrated ability to switch topics (not persevere) and begin and end conversations appropriately; refrains from bragging or insulting; occupies self when others aren't present
- Safety: avoids others who make fun of them or are unfriendly; advocates for self and seeks out help; describes social encounters; avoids and reports people acting unusually or aggressively; understands what to do during robbery attempts
- Cultural Competence: has cultural awareness and sensitivity; asks questions before making judgements and assumptions; respects others' beliefs and cultures; refrains from making judgements aloud or rude comments.

### **1. Interpersonal relationships** *(AFLS-Independent Living Protocol-Pages 85-91)*

1. Friends and Dating: invites friends to join activity; responds appropriately when attracted to others and others are attracted to them; understands difference between casual and friendship and romantic relationships (and different levels of these relationships); expectancies in a relationship; deals with start and end of relationship
2. Social Networking: email, texting, Facebook, SnapChat, Instagram, twitter; dangers and utilities, etc.; online dating; cyberbullying; protecting privacy; can identify inappropriate comments and content; understands permanency of shared information; knows how to report inappropriate content; laws and rights, etc.
3. Online Relationships: sending posting content online; avoiding online predators; screens others prior to meeting them; notifies others when meeting persons from online
4. Awareness of Sexual Advances: identifies when others are inappropriate and how to stop them, can identify various types of sexual behavior and nonsexual behavior, identifies when, where, and with

whom it's ok to physically interact with in a sexual manner, identifies when others are making sexual advances, touching during medical examinations

5. Sexual Knowledge: shows discretion when discussing sexual topics, understands potential social, physical, and mental outcomes of sexual behavior, sexual risks, risks of having multiple partners; has knowledge of STDs, how to prevent them and how to treat them
  6. Reproductive Cycle: can describe reproductive cycle and pregnancy, states methods to prevent pregnancy, understands signs of pregnancy
  7. Sexual Safety: knows when, where, and with who it is ok to physically interact with in a sexual manner; states how dress and actions can be interpreted as sexual availability, reports inappropriate touching, states how to stop unwanted sexual advances, stops sexual aggressor, states need to report sexual assault
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1. **Living With Others** (*AFLS-Independent Living Protocol-Pages 82-84*)
    1. Basic Skills: cleans-up after self; respects privacy; negotiates and respects house rules; shares supplies and expenses; keeps personal possessions secure; knocks before entering bathroom; wears appropriate clothing in shared areas; is respectful of time in bathroom
    2. Visitors: seeks approval before having guests over; is hospitable to guest and ensures guest is respectful of house rules and housemates

## **Stage 3: Learning Plan**

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### **Resource and Mentor Texts**

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Resources and Mentor Texts

#### **UNIT 3: SELF-DETERMINATION, PERSONAL MANAGEMENT, & INTERPERSONAL**

##### **RELATIONSHIPS**

##### **RESOURCES**

#### **BOOKS:**

- **Social Skills Activities for Secondary Students with Special Needs**
- **The Social Success Workbook for Teens: Skill Building Activities**
- **Life Skills Activities for Secondary Students with Special Needs**
  - Part 1: Self-Awareness
    - Chapter 1: My Character
    - Chapter 2: Uniquely Me (ethnicity, reputation, disability, values)
    - Chapter 3: Personal Life Choices (smoking, drugs, alcohol, peer pressure, tattoos)

- Part 2: People Skills
  - Relating to Others
  - Friendship Skills
  - Being a Part of a Family
  - Communication Skills
- **Social Behavior Mapping: *Connecting Behavior, Emotions and Consequences Across the Day***
- **Social Fortune or Social Fate**
- **Socially Curious and Curiously Social**
- **Social Thinking Worksheets for Tweens and Teens**
- **Learning to Breathe: A Mindfulness Curriculum for Adolescents to Cultivate Emotion Regulation**
- **Learning to Breathe Student Workbook: A Six-Week Mindfulness Program for Adolescents**
- **The Stress Reduction Workbook for Teens: Mindfulness Skills to Help You Deal With Stress**
- **Taking Care of Myself** (Book of social stories about self-care)
- **It's Perfectly Normal-Changing Bodies, Growing Up, Sex, and Sexual Health**
- **What are My Rights-95 Questions and Answers about Teens and the Law (What are My Rights?)**
- **Acting-Out Social Skills: Beyond the Basics**

## GAMES

**Should I or Shouldn't I?** –Students vote on how they think a certain behavior would make others feel, on a scale of 1-5. There's no winning or losing. The goal is to have everyone share their perspectives and reasoning and come to an agreement.

### **Social Conflict (Board Game)**

Other Games that involve perspective taking, risk, emotional self-control, team work, or just socializing in general (e.g., Trouble, Sorry, Left, Right & Center, Apples to Apples, Feelings Bingo, Charades, Conversation Jenga, etc.).

**Interview Game (Getting to know you Ice Breaker)** <http://www.greatgroupgames.com/interview-game.htm>

**50 Communication & Icebreaker Activities** <https://www2.cortland.edu/dotAsset/c1a635f6-a099-4ede-8f15-79b86e315088.pdf>

## PRINTABLE LESSONS, MATERIALS & WORKBOOKS

**Me! Binder**-Self-Awareness, Communication, & Advocacy (Lesson Plans Sections 1-4)

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

**Making My Mark: Independent Living Guide:** Lesson 2 (Self-Determination), Lesson 3 (Self-Advocacy), Lesson 5

(Education Goals), Lesson 6 (Employment Goals), Lesson 11 (Recreation), Lesson 12 (Personal relationships), Lesson 13 (Volunteering), Lesson 14 (Goal setting)

[http://www.thenytc.org/sites/default/files/MakingMyMarkFacilitatorGuide%20-%20Final\\_508.pdf](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>

### **Self Determination Assessments and Websites**

- **AIR Self-Determination Scale** - <http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/air-self-determination-assessment.html>
- **ARC Self-Determination Scale** <http://www.thearc.org/document.doc?id=3670>
- **Kids As Self-Advocates:** <http://www.fvkasa.org/index.php>

### **Self-Advocacy Role-Plays:**

<https://teachingselfadvocacy.wordpress.com/additional-resources/role-playing-scenarios-for-practicing-self/>

**The Choice-Maker Self-Determination Transition Curriculum (pdf)** teaches middle and secondary students the self-determination skills needed to be successful in school and adult life. It consists of three strands: choosing educational, vocational, and personal goals, expressing goals via active student involvement in IEP meetings, and taking action to attain IEP goals

<http://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-education-materials/student-directed-transition-planning.html>

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

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

### **Printable Resources for Social/Communication skills:**

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

Teen Current Events (Smithsonian): <http://tweentribune.com/>

Roommate Finder Checklist: <https://uwaterloo.ca/housing/sites/ca.housing/files/uploads/files/RoommateChecklist.pdf>

Roommate Agreement Checklist: <http://firstapartmentguide.com/roommate-agreement-checklist>

Young Adults living at Home: <http://restoreandrebuiltministries.com/young-adults-living-home/>

## **RESOURCES ALIGNED WITH SPECIFIC SKILL AREAS**

The four resources\* listed below align with the Casey Life Skills Resource Guide-Relationships and Communications. The section below lists resources as they align with both specific AFLS (Independent Living Skills and Community Participation Protocols) and CLS (Relationships & Communication) skill areas, and many are from Casey Family Organization's resources.

\*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>

\*Casey-Preparing Adolescents For Young Adulthood (PAYA) Lessons & Activities

Module 2: Social Skills (p. 95-190) <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf>

## **SELF-ADVOCACY & DETERMINATION**

## Self-esteem, strengths, and needs

- Ready, Set, Fly! Personal Development #1, 2, 5
- Kids Health, Self Esteem; Mental Health; Body Image –
- [http://www.kidshealth.org/teen/your\\_mind/](http://www.kidshealth.org/teen/your_mind/)
- <http://www.kidshealth.org/kid/feeling/>
- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=98-101>
- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=133-138>

## Decision Making Skills

- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=116-127>
- p. 117-123.
- Ready, Set, Fly! Decision Making #2.
- Ready, Set, Fly! Decision Making #4.
- Decision Education Foundation, Making Good Choices –
- <http://www.decisioneducation.org/>
- <http://www.sadd.org/mission.htm>
- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=124-126>
- Ready, Set, Fly! Decision Making #3.
- Ready, Set, Fly! Decision Making #4.
- <http://www.sadd.org/mission.htm>

## **PERSONAL MANAGEMENT**

### Communication:

- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=142-150>
- Ready, Set, Fly! Communication Section #1 - #16
- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=144-150>
- Kids Health, Families/Relationships [http://www.kidshealth.org/teen/your\\_mind/](http://www.kidshealth.org/teen/your_mind/)
- Kids Health, Feelings – <http://www.kidshealth.org/kid/feeling/>

### Emotional Self-Regulation

- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=151-152>
- Ready, Set, Fly! Communication #17-18, 20-21
- Kids Health, Anger – <http://www.kidshealth.org/kid/feeling/>
- [www.stopcyberbullying.org](http://www.stopcyberbullying.org)

## Emotional Health

- Ready, Set, Fly! Health #14-15
- Kids Health –
- <http://www.kidshealth.org/parent/emotions/index.html>
- <http://www.kidshealth.org/kid/feeling/>

## **SOCIAL INTERACTIONS**

- Ready, Set, Fly! Relationships #2.
- Kids Health, Gossip –
- Emily Post etiquette website: <http://emilypost.com/>

## Cultural Competence

- Ready, Set, Fly! Cultural Awareness #1 -14.
- <http://www.tolerance.org/>
- <http://www.tolerance.org/activity/bullying-tips-students>
- <http://www.tolerance.org/activity/standing-against-discrimination>
- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=102-116>
- Ready, Set, Fly! Cultural Awareness Section #1 thru #8.

## **INTERPERSONAL RELATIONSHIPS**

### Types of Relationships

- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=133-138>
- Ready, Set, Fly! Relationships #1, 2
- Kids Health, Relationships – [http://www.kidshealth.org/teen/your\\_mind/](http://www.kidshealth.org/teen/your_mind/)
- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=151-162>
- Kids Health, Friends – <http://www.kidshealth.org/kid/feeling/>

### Sexuality:

- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule2.pdf#page=151-183>
- <http://www.casey.org/cls/resourceguides/subdocs/PAYAModule5SexualitySTD->
- PregnancyPreventionpages1\_27.pdf
- Ready, Set, Fly! Relationships #3-4
- Kids Health, Relationships –
- [http://www.kidshealth.org/teen/your\\_mind/](http://www.kidshealth.org/teen/your_mind/)

- [http://kidshealth.org/teen/sexual\\_health/guys/sexual\\_orientation.html#cat20070](http://kidshealth.org/teen/sexual_health/guys/sexual_orientation.html#cat20070)
- Adolescent Pregnancy Prevention:  
<http://www.casey.org/cls/resourceguides/subdocs/AdolescentPregnancyPreventionReCAPP.pdf>

#### Abuse:

- <http://www.safeplace.org/page.aspx?pid=330>
- <http://www.loveisrespect.org/>
- <http://www.teensagainstabuse.org/index.php?q=understand>

#### Violence Wheel

- <http://www.casey.org/cls/resourceguides/subdocs/ViolenceWheel.pdf>
- What Can I Do to Be Safe?
- <http://www.casey.org/cls/resourceguides/subdocs/HowToKeepSafe.pdf>
- <http://www.safeplace.org/page.aspx?pid=330>
- <http://www.loveisrespect.org/>
- <http://www.teensagainstabuse.org/index.php?q=understand>
- Dating violence: <http://www.atg.wa.gov/ProtectingYouth/TeenDatingViolence/TeachingMaterials.aspx>

#### Using the phone or computer to communicate:

- Ready, Set, Fly! Communication #14-16
- Internet Safety, Etiquette for Kids
- <http://www.connectsafely.org/safety-tips-and-advice.html>
- Social Networking Tips
- <http://www.casey.org/cls/resourceguides/subdocs/SocialNetworkingTips.pdf>
- Social Networking for Tweens and Teens
- <http://www.casey.org/cls/resourceguides/subdocs/SocialNetworkTweensTeens.pdf>

#### Online Relationships:

- <http://www.connectsafely.org/PowerPoint-and-PDF-files/>
- [www.stopcyberbullying.org](http://www.stopcyberbullying.org)
- <http://www.ftc.gov/bcp/edu/pubs/consumer/tech/tec14.shtm>
- <http://www.connectsafely.org/PowerPoint-and-PDF-files/>
- <http://www.onguardonline.gov/topics/social-networking-sites.aspx>
- Complete list of links for online safety tips: <http://life.familyeducation.com/internet-safety/computers/34434.html>

#### Living With Others:

- <http://www.pamf.org/youngadults/adultskills/college/roommates.html>
- <http://restoreandbuildministries.com/young-adults-living-home/>
- <http://www.bustle.com/articles/144906-9-questions-you-should-always-ask-before-moving-in-with-a-new-roommate><http://www.fastweb.com/student-life/articles/are-you-the-bad-roommate>
- Roommate Finder Checklist: <https://uwaterloo.ca/housing/sites/ca.housing/files/uploads/files/RoommateChecklist.pdf>
- Roommate Agreement Checklist: <http://firstapartmentguide.com/roommate-agreement-checklist>

[CaseyLS-HousingMoneyManagement Resource Guide.docx](#)

## **Formative Assessment Strategies**

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Formative Assessment Strategies

Task Analysis

AFLS

Self-assessment

End of lesson Tests/Curriculum Based Measures from Lessons in Workbooks/Binders

Casey Life Skills: Self-Assessment-Communication and Relationships (Pre-Post)

Self-Determination Scales/Assessments:

ARC: <http://www.thearc.org/document.doc?id=3670>

AIR: <http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination>- assessment-tools/air-self-determination-assessment.html

## Learning Activities/Unit of Study

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### Learning Activities/Unit of Study

#### Learning activities and lessons can be found in the following resources:

- Making My Mark (binder/lessons)
  - Moving On Binder
  - I'm Getting Ready ... I CAN DO IT! (I'm Getting Ready)
  - I Can Do It! A Micropedia of Living on Your Own (I Can Do It)
  - Ready, Set, Fly! A Parent's Guide to Teaching Life Skills
  - 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 Life Skills Resource Guide-Relationships and Communication
  - Choice Maker Curriculum Guide: <http://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-education-materials/student-directed-transition-planning.html>
  - Blackline Transitions Curriculum-Personal Management
- 
- Social Behavior Mapping: *Connecting Behavior, Emotions and Consequences Across the Day*
  - Social Fortune or Social Fate
  - Socially Curious and Curiously Social
  - Social Thinking Worksheets for Tweens and Teens
  - Learning to Breathe: A Mindfulness Curriculum for Adolescents to Cultivate Emotion Regulation
  - Learning to Breathe Student Workbook: A Six-Week Mindfulness Program for Adolescents
  - The Stress Reduction Workbook for Teens: Mindfulness Skills to Help You Deal With Stress
  - Taking Care of Myself (Book of social stories about self-care)
  - It's Perfectly Normal-Changing Bodies, Growing Up, Sex, and Sexual Health
  - What are My Rights-95 Questions and Answers about Teens and the Law (What are My Rights?)
  - Acting-Out Social Skills: Beyond the Basics

#### Sample Learning Activities:

#### Self-advocacy and determination:

- Take an aptitude or interest assessment
- Complete a self-determination assessment
- Complete Transition Workbook Book activities
- Discuss personal rights
- Review elements of IEP and develop own goals
- Discuss a variety of disabilities and examples of successful people with disabilities

- Discuss and practice situational role plays regarding situations where self-advocacy would be needed (e.g., at work, school, community, while shopping, online)

### **Personal management:**

- If emotional, behavioral, or attentional problems exist, increase student's involvement in behavior plan development
- Record triggers and appropriate corresponding responses
- Practice coping, self-regulation, and problem solving skills
- Practice mindfulness activities
- Interview adults on their triggers and coping methods
- Complete a social behavior map

### **Social Interactions:**

- Participate in group activities and games that require non-verbal communication
- Have students watch a video of themselves and rate verbal and nonverbal communication skills
- Play games that involve classmates getting to know each other and social problem solving
- Practice telling jokes
- Discuss a variety of cultures, religions, and traditions and the student's perspectives and own beliefs

### **Interpersonal Relationships:**

- Discuss the different levels of platonic and romantic relationships
- Discuss and practice ways to meet and approach new people
- Make plans for a meet-up outside of work or school
- Discuss concepts of sexual development and health
- Review sexual rights and what to do if they are violated
- Watch videos on "Catfishing"
- Review Privacy Settings on Social Media Accounts and test what strangers can see
- Have students search for their faces and names in [Google Images](#). They can drag an image into the search box of Google Images and see if/where their photos exist on the web. Have students do this with clear photo of their faces). Also, have them type their name into Google images. If their pictures appears and they are not comfortable with them (i.e., a bikini-clad photo — not just a sports game photo from the local newspaper), look into deleting it at the source.

### **Living With Others:**

- Discuss situational conflicts and possible solutions or compromises
- Engage in role play
- Have student's rate selves on their roommate skills and then interview others in their household for comparison.
- Practice skills to be a good host and discuss scenarios that would be rude or inconsiderate for a guest or a host
- Have students complete a checklist as they interview classmate about how they would be as a roommate
- Discuss how to report abuse

## **Modifications and/or Accommodations**

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### **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.