The Watson Institute’s L.I.F.E. Curriculum

Life Skills:

Integrating

Functional Activities &

Everyday Experiences

A comprehensive, standards based curriculum guide for developing functional skills for students with moderate to severe disabilities.

The Watson Institute

Sewickley, Pennsylvania

[www.thewatsoninstitute.org](http://www.thewatsoninstitute.org)

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# Introduction

**The Watson Institute’s L.I.F.E Curriculum** (**L**ife Skills: **I**ntegrating **F**unctional Activities and **E**veryday Experiences) is a comprehensive, standards based curriculum guide for developing functional skills for students with moderate to severe disabilities. The L.I.F.E. Curriculum is intended to provide a structure and format from which professionals can expand current instructional goals and objectives, design further learning activities, and continue to work toward functional skills for students with moderate to severe disabilities.

In special education, a primary focus is to help students with disabilities lead successful, independent and fulfilling lives. A functional curriculum is designed to prepare students to function as independently as possible in a community setting (Ford, Davern, & Schnorr, 2001). A broad range of skills must be included in the design of a functional curriculum appropriate for students with disabilities.

In working with students with more severe disabilities, it has been challenging to find a curriculum that addresses the functional skills needed for this population. Many curriculums for students with disabilities are those that have been adapted from a regular curriculum. In looking for and not finding such a curriculum, the Core Curriculum Committee was born at The Education Center at The Watson Institute.

This process began with guidance from Susan Gove, Ph.D., founder of Gove Group, Inc. and a selection of staff to be part of this project. The core members reviewed a number of life skills curriculums and also did research in this area. In reviewing the literature, a set of materials found to be a great resource was A Functional Assessment and Curriculum for Teaching Students with Disabilities, Valletutti, Bender and Baglin, 2008. This four volume set includes Volume 1:Self –Care, Motor Skills, Household Management, and Living Skills, Volume 2:Nonverbal Communication, Oral Communication and Literacy Preparation, Volume 3: Functional Academics, and Volume 4: Interpersonal, Competitive Job-Finding, and Leisure-Time Skill. The L.I.F.E. Curriculum addresses functional life skills across these domains.

The above volumes cite Gast and Schuster (1993) and the principles that they outlined as ones to observe in the development and implementation of a functional curriculum. The Core Curriculum Committee at the Education Center at The Watson Institute believed that the instructor/designer should:

* Focus on teaching skills that are chronologically age-appropriate and immediately useful to the learner.
* Use ecological inventories and compile a community catalog and future environments that are important to the students.
* Define goals based on the prior step.
* Prioritize goals based on their potential for enhancing independence.
* Task analyze the skills needed to perform successfully.
* Conduct a discrepancy analysis to determine what students can and cannot do.
* Use principles of applied behavior analysis.
* Provide instruction in integrated and community settings. (p. 471)

When designing The Education Center’s Curriculum, the team took into account the need for it to be standards based as well, but in a broader sense. In reviewing the Pennsylvania State Standards and the Pennsylvania Alternate Content Standards in some areas, the team listed the standards that related to each domain and sub-domain.

In reviewing the various curriculums, the Functional Skills Curricular Framework, from Ventura County, California, was one that all members agreed had the format, as well as the direction, for The Watson Institute’s L.I.F.E Curriculum.

The Watson Institute’s L.I.F.E Curriculum is one that supports the needs of the students with significant disabilities and prepares them to be successfully included in the school and the community. It provides support for educational programs that need to be modified in functional real-life ways. In essence, life is the curriculum (Baglin, Bender and Valletutti, 2008).

# About the Watson Institute

The Watson Institute is an approved private school, Pennsylvania state academic standards are referenced accordingly based on the population served at the Watson Institute.

The Watson Institute was established in 1917 as the D.T. Watson Home for Crippled Children and has been meeting the educational and medical needs of children with disabilities for more than 80 years.

Founders of the institute, David and Margaret Watson, envisioned a place where children could be cared for and encouraged to succeed. That vision continues to inspire us as we look for new ways to improve the lives of children with disabilities. Today, The Watson Institute helps children with disabilities achieve their fullest potential in all aspects of their lives.

The Watson Institute offers a continuum of services for children with autism, cerebral palsy, muscular dystrophy, neurological impairments, developmental delays, brain injuries, severe emotional and behavioral challenges, and other impairments as well as the professionals who work with them. Watson provides special education and other programs and services that meet the physical, emotional, cognitive and social needs of the whole child. These programs and services develop competence, promote well being and foster interpersonal relationships and community connections.

One of The Watson Institute’s goals is to prepare children to move on to less restrictive settings whenever possible by developing their cognitive, social and behavioral skills. During this time we recognize the importance of providing support and education to families, which we accomplish through a variety of services including transition planning, family skills training, support groups and respite care.

To learn more about The Watson Institute’s family of schools and programs, and for more information and resources for families and professionals, visit www.thewatsoninstitute.org.

# How to Use this Curriculum

## Overview

This curriculum is meant to be a guide for planning, instructing, and assessing life skills.

The skills included in this curriculum are derived from the Pennsylvania Academic Standards. The standards for school-age and early childhood are referenced. Skills which are meaningful and appropriate for students with the most significant cognitive disabilities have been included. For each sub domain in the curriculum, standards to which the skills are referenced will be found in the column to the left.

The number of skills addressed for each age group increases. However, knowing the population for which this curriculum was developed, skills are progressive. Therefore, early skills are carried over into each age group. It is recommended that users consider age appropriate materials even when working on below age-level skills.

Since it was developed for use with students with moderate to severe disabilities, all skills may be addressed in structured settings. Students may need prompts to experience and practice certain skills. While independence when appropriate is the ultimate goal, it is assumed that individuals will require varying degrees of prompting including, but not limited to, gestural cues, visual cues, auditory cues, structuring of the environment, physical guidance, tactile prompts, hand-over-hand, modeling.

Skill checklists are provided with each domain to assist in assessing the skills and documenting the level of prompting necessary. Using the skills checklists may provide information as to an individual’s general areas of strength and weakness, and may help to guide instruction.

How to Use this Curriculum

## Referencing the Pennsylvania Academic Standards

|  |  |  |
| --- | --- | --- |
|  | **PA Learning Standards for Early Childhood** | **PA Academic Standards** |
| <http://www.pdesas.org/standard/standardsdownloads> | |
| 1. | Language and Literacy Development  Reading Writing, Speaking and Listening | Reading, Writing, Speaking and Listening |
| 2. | Mathematical Thinking and Expression  Exploring, Processing and Problem Solving | Mathematics |
| 3. | Scientific Thinking and Technology  Exploring, Inquiring and Discovering | Science and Technology |
| 4. | Scientific Thinking and Technology  Exploring, Inquiring and Discovering | Environment and Ecology |
| 5. | Social Studies  Connecting to Communities | Civics and Government |
| 6. | Social Studies  Connecting to Communities | Economics |
| 7. | Social Studies  Connecting to Communities | Geography |
| 8. | Social Studies  Connecting to Communities | History |
| 9. | Creative Thinking and Expression  Communicating Through the Arts | Arts and Humanities |
| 10. | Health, Wellness and Physical Development  Learning About My Body | Health, Safety and Physical Education |
| 11. |  | Family and Consumer Sciences |
| 12. |  | World Languages |
| 13. |  | Career Education and Work |
| 14. |  | Business, Computer, and Information Technology |
| 15. | Approaches to Learning Through Play |  |
| 16. |  | Student Interpersonal Skills |
| 20. | Partnerships for Learning  Families, Learning Environments and Communities |  |
| 25. | Social and Emotional Development  Learning About Myself and Others |  |

How to Use this Curriculum

## Finding Skills by Domain

*Example*:

Domain: Communication

Headings and sub headings indicate the broad domain and sub domain from which skills are developed.

Sub Domain: Receptive Language

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Receptive Language** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking, and Listening  1.1, 1.3, 1.6, 1.7  Mathematics  2.1, 2.3, 2.4, 2.9  Civics and Government  5.1  History  8.1  Social and Emotional Development  (Early Childhood)  25.1, 25.3 | **Following Directions** | | | | |
| * Listen attentively * Follow single directional words such as “Stop”, “Come here”, etc. * Follow simple single step environmental directives | * Listen attentively * Follow single direction words such as “Stop”, “Come here”, etc. * Follow simple single step environmental directives * Follow 2-step related directives * Follow 2-step unrelated directives | * Listen attentively * Follow single direction words such as “Stop”, “Come here”, etc. * Follow simple single step environmental directives * Follow 2-step related directives * Follow 2-step unrelated directives * Follow multiple step directions * Use picture cues to follow a sequenced activity | * Listen attentively * Follow single direction words such as “Stop”, “Come here”, etc. * Follow simple single step environmental directives * Follow 2-step related directives * Follow 2-step unrelated directives * Follow multiple step directions * Use picture cues to follow a sequenced activity | * Listen attentively * Follow single direction words such as “Stop”, “Come here”, etc. * Follow simple single step environmental directives * Follow 2-step related directives * Follow 2-step unrelated directives * Follow multiple step directions * Use picture cues to follow a sequenced activity |



These columns indicated the targeted skills in a particular domain. The skills in this section are all related to receptive communication, which is a sub domain of the broader communication domain.

Skills are added with each age group. For example, a preschool child and an adult might both be working on the skill of listening attentively. However, a preschooler should not be expected to use picture cues to follow a sequenced activity.

The column on the left shows PA Academic Standards that were referenced in development of the targeted skills for this particular sub-domain.

How to Use this Curriculum

## Using the Skills Checklists

The skills checklists allow teachers to monitor student progress as they master skills or progress using differing level of prompts.

**Student Name: Joe Smith**

|  |  |  |
| --- | --- | --- |
| **Eating and Food Preparation - Preparation** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Wash hands  Comments: With verbal reminder and visual prompts posted above sink | MJ  11/6/12 | P |
| Collect all needed items for lunch (utensil, napkin, straw, food, milk, etc.)  Comments: |  |  |
| Carry cafeteria tray to table  Comments: |  |  |
| Prepare a snack  Comments: |  |  |
| Set table  Comments: |  |  |

Multiple levels of prompts may be necessary for a student to complete the task. Use the comment section to add notes about what type of prompts were necessary for the student to complete the task. Printing a complete set of skills checklists and creating individual student binders may be an efficient way for teachers and therapists to see which skills need more attention and monitor progress.

# DOMAIN: Communication

**Summary of Domain:** Skills related to the ability to comprehend and express information in a variety of ways. Skills related to the development of receptive and expressive language skills, including non-verbal and gestural communication, the use of augmentative communication systems, and the ability to comprehend and express emotions.

**Sub-Domains:**

**Receptive Language**

Responding to Sound

Comprehension of Information

Following Directions

Non Verbal/Gestural

**Expressive Language**

Vocalizing

Pre-linguistic Skills

Verbalizing

**Use of Assistive Technology**

DOMAIN: Communication

## SUB DOMAIN: Receptive Language

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Receptive Language** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking, and Listening  1.1, 1.3, 1.6, 1.7  Mathematics  2.1, 2.3, 2.4, 2.9  Civics and Government  5.1  History  8.1  Social and Emotional Development  (Early Childhood)  25.1, 25.3 | **Receptive Language - Responding to Sound** | | | | |
| * Demonstrate observable response to sound * Localize to nonspeech sounds * Localize to speech sounds * Respond to name * Come when called | * Demonstrate observable response to sound * Localize to nonspeech sounds * Localize to speech sounds * Respond to name * Come when called | * Demonstrate observable response to sound * Localize to nonspeech sounds * Localize to speech sounds * Respond to name * Come when called | * Demonstrate observable response to sound * Localize to nonspeech sounds * Localize to speech sounds * Respond to name * Come when called | * Demonstrate observable response to sound * Localize to nonspeech sounds * Localize to speech sounds * Respond to name * Come when called |

DOMAIN: Communication

**SUB DOMAIN: Receptive Language (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Receptive Language** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking, and Listening  1.1, 1.3, 1.6, 1.7  Mathematics  2.1, 2.3, 2.4, 2.9  Civics and Government  5.1  History  8.1  Social and Emotional Development  (Early Childhood)  25.1, 25.3 | **Receptive Language - Comprehension of Information** | | | | |
| * Attend to object/ person/ activity/ story/ video * Match objects * Match pictures * Point to basic body parts * Point to common objects * Indicate pictures when named * Recognize picture for specific activities * Associate familiar names with appropriate person * Identify quantitative and qualitative concepts * Identify objects by function * Identify opposites * Categorize objects * Make associations * Use object or picture to make choices * Demonstrate an understanding of concepts of time (i.e., morning, afternoon, evening, today, yesterday, tomorrow, week, and year | * Attend to object/ person/ activity/ story/ video * Match objects * Match pictures * Point to basic body parts * Point to common objects * Indicate pictures when named * Recognize picture for specific activities * Associate familiar names with appropriate person * Identify quantitative and qualitative concepts * Identify objects by function * Identify opposites * Categorize objects * Make associations * Use object or picture to make choices * Demonstrate an understanding of concepts of time (i.e., morning, afternoon, evening, today, yesterday, tomorrow, week, and year * Put events in temporal order (calendar, days, weeks, and months) | * Attend to object/ person/ activity/ story/ video * Match objects * Match pictures * Point to basic body parts * Point to common objects * Indicate pictures when named * Recognize picture for specific activities * Associate familiar names with appropriate person * Identify quantitative and qualitative concepts * Identify objects by function * Identify opposites * Categorize objects * Make associations * Use object or picture to make choices * Demonstrate an understanding of concepts of time (i.e., morning, afternoon, evening, today, yesterday, tomorrow, week, and year * Put events in temporal order (calendar, days, weeks, and months) | • Attend to object/ person/ activity/ story/ video  • Match objects  • Match pictures  • Point to basic body parts  • Point to common objects  • Indicate pictures when named  • Recognize picture for specific activities  • Associate familiar names with appropriate person  • Identify quantitative and qualitative concepts  • Identify objects by function  • Identify opposites  • Categorize objects  • Make associations  • Use object or picture to make choices  • Demonstrate an understanding of concepts of time (i.e., morning, afternoon, evening, today, yesterday, tomorrow, week, and year  • Put events in temporal order (calendar, days, weeks, and months)   * Place important events in their lives in the order in which they occurred (i.e., on a time line or storyboard) | • Attend to object/ person/ activity/ story/ video  • Match objects  • Match pictures  • Point to basic body parts  • Point to common objects  • Indicate pictures when named  • Recognize picture for specific activities  • Associate familiar names with appropriate person  • Identify quantitative and qualitative concepts  • Identify objects by function  • Identify opposites  • Categorize objects  • Make associations  • Use object or picture to make choices  • Demonstrate an understanding of concepts of time (i.e., morning, afternoon, evening, today, yesterday, tomorrow, week, and year  • Put events in temporal order (calendar, days, weeks, and months)  • Place important events in their lives in the order in which they occurred (i.e., on a time line or storyboard) |

DOMAIN: Communication

**SUB DOMAIN: Receptive Language (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Receptive Language** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking, and Listening  1.1, 1.3, 1.6, 1.7  Mathematics  2.1, 2.3, 2.4, 2.9  Civics and Government  5.1  History  8.1  Social and Emotional Development  (Early Childhood)  25.1, 25.3 | **Receptive Language - Following Directions** | | | | |
| * Listen attentively * Follow single directional words such as “Stop”, “Come here”, etc. * Follow simple single step environmental directives | * Listen attentively * Follow single direction words such as “Stop”, “Come here”, etc. * Follow simple single step environmental directives * Follow 2-step related directives * Follow 2-step unrelated directives | * Listen attentively * Follow single direction words such as “Stop”, “Come here”, etc. * Follow simple single step environmental directives * Follow 2-step related directives * Follow 2-step unrelated directives * Follow multiple step directions * Use picture cues to follow a sequenced activity | * Listen attentively * Follow single direction words such as “Stop”, “Come here”, etc. * Follow simple single step environmental directives * Follow 2-step related directives * Follow 2-step unrelated directives * Follow multiple step directions * Use picture cues to follow a sequenced activity | * Listen attentively * Follow single direction words such as “Stop”, “Come here”, etc. * Follow simple single step environmental directives * Follow 2-step related directives * Follow 2-step unrelated directives * Follow multiple step directions * Use picture cues to follow a sequenced activity |

DOMAIN: Communication

**SUB DOMAIN: Receptive Language (continued)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Receptive Language** | School/Community | | | | | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | | Intermediate  (Ages 11-13) | | Secondary  (Ages 14-18) | | Post-Secondary  (Ages 19-21) | |
| Reading, Writing, Speaking, and Listening  1.1, 1.3, 1.6, 1.7  Mathematics  2.1, 2.3, 2.4, 2.9  Civics and Government  5.1  History  8.1  Social and Emotional Development  (Early Childhood)  25.1, 25.3 | **Receptive Language - Non-Verbal/ Gestural** | | | | | | | | |
|  | | * Demonstrate proper body language (i.e. distance, posture, no inappropriate touching) when interacting with others * Understand/ use appropriate facial expressions (i.e. smile, nod to acknowledge people) * Understand/ use appropriate body gestures (i.e. sign for quiet, wait, hi five, etc.) * Use appropriate eye contact | | * Demonstrate proper body language (i.e. distance, posture, no inappropriate touching) when interacting with others * Understand/ use appropriate facial expressions (i.e. smile, nod to acknowledge people) * Understand/ use appropriate body gestures (i.e. sign for quiet, wait, hi five, etc.) * Use appropriate eye contact | | * Demonstrate proper body language (i.e. distance, posture, no inappropriate touching) when interacting with others * Understand/ use appropriate facial expressions (i.e. smile, nod to acknowledge people) * Understand/ use appropriate body gestures (i.e. sign for quiet, wait, hi five, etc.) * Use appropriate eye contact | | * Demonstrate proper body language (i.e. distance, posture, no inappropriate touching) when interacting with others * Understand/ use appropriate facial expressions (i.e. smile, nod to acknowledge people) * Understand/ use appropriate body gestures (i.e. sign for quiet, wait, hi five, etc.) * Use appropriate eye contact |

DOMAIN: Communication

## SUB DOMAIN: Expressive Language

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Expressive Language** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking, and Listening  1.1  Mathematics  2.3, 2.9  Science and Technology  3.2  Social and Emotional Development  (Early Childhood)  25.1, 25.3 | **Expressive Language - Vocalizing** | | | | |
| * Cry * Use differential cries * Babble * Use jargon * Imitate a variety of consonants and vowels * Imitate syllables * Imitate words * Imitate phrases | * Cry * Use differential cries * Babble * Use jargon * Imitate a variety of consonants and vowels * Imitate syllables * Imitate words * Imitate phrases | * Cry * Use differential cries * Babble * Use jargon * Imitate a variety of consonants and vowels * Imitate syllables * Imitate words * Imitate phrases | * Cry * Use differential cries * Babble * Use jargon * Imitate a variety of consonants and vowels * Imitate syllables * Imitate words * Imitate phrases | * Cry * Use differential cries * Babble * Use jargon * Imitate a variety of consonants and vowels * Imitate syllables * Imitate words * Imitate phrases |

DOMAIN: Communication

**SUB DOMAIN: Expressive Language (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Expressive Language** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking, and Listening  1.1  Mathematics  2.3, 2.9  Science and Technology  3.2  Social and Emotional Development  (Early Childhood)  25.1, 25.3 | **Expressive Language - Pre-linguistic Skills** | | | | |
| * Use motoric communication (i.e. pointing, gestures, waving, leading by hand, etc.) * Seek attention * Vocalize to gain attention * Protest / Reject * Use joint attention * Indicate need for assistance through verbal/ gesture (i.e. “help”) * Use beginning turn taking skills | * Use motoric communication (i.e. pointing, gestures, waving, leading by hand, etc.) * Seek attention * Vocalize to gain attention * Protest / Reject * Use joint attention * Indicate need for assistance through verbal/ gesture (i.e. “help”) * Use beginning turn taking skills * Tease | * Use motoric communication (i.e. pointing, gestures, waving, leading by hand, etc.) * Seek attention * Vocalize to gain attention * Protest / Reject * Use joint attention * Indicate need for assistance through verbal/ gesture (i.e. “help”) * Use beginning turn taking skills * Tease | * Use motoric communication (i.e. pointing, gestures, waving, leading by hand, etc.) * Seek attention * Vocalize to gain attention * Protest / Reject * Use joint attention * Indicate need for assistance through verbal/ gesture (i.e. “help”) * Use beginning turn taking skills * Tease | * Use motoric communication (i.e. pointing, gestures, waving, leading by hand, etc.) * Seek attention * Vocalize to gain attention * Protest / Reject * Use joint attention * Indicate need for assistance through verbal/ gesture (i.e. “help”) * Use beginning turn taking skills * Tease |

DOMAIN: Communication

**SUB DOMAIN: Expressive Language (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Expressive Language** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking, and Listening  1.1  Mathematics  2.3, 2.9  Science and Technology  3.2  Social and Emotional Development  (Early Childhood)  25.1, 25.3 | **Expressive Language - Verbalizing** | | | | |
| * Use single words * Refer to self by first name * Refer to self by pronouns * Name familiar objects/people * Respond when greeted * Make simple requests * Use 2- to 3- words phrases * Answer yes/no questions * Fill in phrases of familiar stories * Use quantitative non phrase “more \_\_\_\_\_\_)” * Notify others when finished * State choices * Communicate basic needs * Communicate feelings * Describe the properties of common objects (i.e. color, size) * Use social courtesies (i.e. please, thank you) * Understand /use pronouns * Deliver a message | * Use single words * Refer to self by first name * Refer to self by pronouns * Name familiar objects/people * Respond when greeted * Make simple requests * Use 2- to 3- words phrases * Answer yes/no questions * Fill in phrases of familiar stories * Use quantitative non phrase “more \_\_\_\_\_\_)” * Notify others when finished * State choices * Communicate basic needs * Communicate feelings * Describe the properties of common objects (i.e. color, size) * Use social courtesies (i.e. please, thank you) * Understand /use pronouns * Deliver a message * Answer concrete questions * Comment | * Use single words * Refer to self by first name * Refer to self by pronouns * Name familiar objects/people * Respond when greeted * Make simple requests * Use 2- to 3- words phrases * Answer yes/no questions * Fill in phrases of familiar stories * Use quantitative non phrase “more \_\_\_\_\_\_)” * Notify others when finished * State choices * Communicate basic needs * Communicate feelings * Describe the properties of common objects (i.e. color, size) * Use social courtesies (i.e. please, thank you) * Understand /use pronouns * Deliver a message * Answer concrete questions * Comment * Answer remote questions * Describe recent experience * Describe the relative position of objects(i.e. above/below) | * Use single words * Refer to self by first name * Refer to self by pronouns * Name familiar objects/people * Respond when greeted * Make simple requests * Use 2- to 3- words phrases * Answer yes/no questions * Fill in phrases of familiar stories * Use quantitative non phrase “more \_\_\_\_\_\_)” * Notify others when finished * State choices * Communicate basic needs * Communicate feelings * Describe the properties of common objects (i.e. color, size) * Use social courtesies (i.e. please, thank you) * Understand /use pronouns * Deliver a message * Answer concrete questions * Comment * Answer remote questions * Describe recent experience * Describe the relative position of objects(i.e. above/below) | * Use single words * Refer to self by first name * Refer to self by pronouns * Name familiar objects/people * Respond when greeted * Make simple requests * Use 2- to 3- words phrases * Answer yes/no questions * Fill in phrases of familiar stories * Use quantitative non phrase “more \_\_\_\_\_\_)” * Notify others when finished * State choices * Communicate basic needs * Communicate feelings * Describe the properties of common objects (i.e. color, size) * Use social courtesies (i.e. please, thank you) * Understand /use pronouns * Deliver a message * Answer concrete questions * Comment * Answer remote questions * Describe recent experience * Describe the relative position of objects(i.e. above/below) |

DOMAIN: Communication

**SUB DOMAIN: Expressive Language (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Expressive Language** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
|  | **Expressive Language - Verbalizing (continued)** | | | | |
|  |  |  | * Share information and ideas, speaking audibly in complete, coherent sentences * Stay on topic * Ask questions for clarification and understanding * Recount experiences in a logical sequence | * Share information and ideas, speaking audibly in complete, coherent sentences * Stay on topic * Ask questions for clarification and understanding * Recount experiences in a logical sequence |

DOMAIN: Communication

## SUB DOMAIN: Use of Assistive Technology

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Use of Assistive Technology** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Science and Technology  3.7 | **Use of Assistive Technology** | | | | |
| * Use adaptive equipment to participate in physical education activities * Use AAC system for expressive communication * Use computer program to produce art object * Use computer program to access functional academic activities * Access print via alternate format (i.e., text, books on tape, large print material, Braille, scan/read software, text to speech software, tablet) | * Use adaptive equipment to participate in physical education activities * Use AAC system for expressive communication * Use computer program to produce art object * Use computer program to access functional academic activities * Access print via alternate format (i.e., text, books on tape, large print material, Braille, scan/read software, text to speech software, tablet) * Use calculator for computation * Utilize word prediction software for writing * Dictate to produce written material | * Use adaptive equipment to participate in physical education activities * Use AAC system for expressive communication * Use computer program to produce art object * Use computer program to access functional academic activities * Access print via alternate format (i.e., text, books on tape, large print material, Braille, scan/read software, text to speech software, tablet) * Use calculator for computation * Utilize word prediction software for writing * Dictate to produce written material | * Use adaptive equipment to participate in physical education activities * Use AAC system for expressive communication * Use computer program to produce art object * Use computer program to access functional academic activities * Access print via alternate format (i.e., text, books on tape, large print material, Braille, scan/read software, text to speech software, tablet) * Use calculator for computation * Utilize word prediction software for writing * Dictate to produce written material | * Use adaptive equipment to participate in physical education activities * Use AAC system for expressive communication * Use computer program to produce art object * Use computer program to access functional academic activities * Access print via alternate format (i.e., text, books on tape, large print material, Braille, scan/read software, text to speech software, tablet) * Use calculator for computation * Utilize word prediction software for writing * Dictate to produce written material |

### Communication Skills Checklist

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Receptive Language - Responding to Sound** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Demonstrate observable response to sound  Comment: |  |  |
| Localize to nonspeech sounds  Comment |  |  |
| Localize to speech sounds  Comment |  |  |
| Respond to name  Comment |  |  |
| Come when called  Comment |  |  |

**Communication Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Receptive Language - Comprehension of Information** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Attend to object/ person/ activity/ story/ video  Comment: |  |  |
| Match objects  Comment: |  |  |
| Match pictures  Comment: |  |  |
| Point to basic body parts  Comment: |  |  |
| Point to common objects  Comment: |  |  |
| Indicate pictures when named  Comment: |  |  |
| Recognize picture for specific activities  Comment: |  |  |
| Associate familiar names with appropriate person  Comment: |  |  |
| Identify quantitative and qualitative concepts  Comment: |  |  |
| Identify objects by function  Comment: |  |  |
| Identify opposites  Comment: |  |  |
| Categorize objects  Comment: |  |  |
| Make associations  Comment: |  |  |
| Use object or picture to make choices  Comment: |  |  |
| Demonstrate an understanding of concepts of time (am, pm, evening, today, yesterday, tomorrow, week, year)  Comment: |  |  |
| Put events in temporal order (calendar, days, weeks, and months)  Comment: |  |  |
| Place important events in their lives in the order in which they occurred (on a time line or storyboard)  Comment: |  |  |

**Communication Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Receptive Language - Following Directions** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Listen attentively  Comment: |  |  |
| Follow single direction words such as “Stop”, “Come here”, etc.  Comment: |  |  |
| Follow simple single step environmental directives  Comment: |  |  |
| Follow 2-step related directives  Comment: |  |  |
| Follow 2-step unrelated directives  Comment: |  |  |
| Follow multiple step directions  Comment: |  |  |
| Use picture cues to follow a sequenced activity  Comment |  |  |

**Communication Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Receptive Language - Non-Verbal/Gestural** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Demonstrate proper body language (i.e. distance, posture, no inappropriate touching) when interacting with others  Comment: |  |  |
| Understand/ use appropriate facial expressions (i.e. smile, nod to acknowledge people)  Comment: |  |  |
| Understand/ use appropriate body gestures (i.e. sign for quiet, wait, hi five, etc.)  Comment: |  |  |
| Use appropriate eye contact  Comment: |  |  |

**Communication Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Expressive Language - Vocalizing** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Cry  Comment: |  |  |
| Use differential cries  Comment: |  |  |
| Babble  Comment: |  |  |
| Use jargon  Comment: |  |  |
| Imitate a variety of consonants and vowels  Comment: |  |  |
| Imitate syllables  Comment: |  |  |
| Imitate words  Comment: |  |  |
| Imitate phrases  Comment: |  |  |

**Communication Skills Checklist**

**Student Name:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Expressive Language - Pre-Linguistic Skills** | | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) | |
| Use motoric communication (i.e. pointing, gestures, waving, leading by hand, etc.)  Comment: |  | |  |
| Seek attention:  Comment: |  | |  |
| Vocalize to gain attention  Comment: |  | |  |
| Protests/ Reject  Comment: |  | |  |
| Use joint attention  Comment: |  | |  |
| Indicate need for assistance through verbal/ gesture (i.e. “help”)  Comment: |  | |  |
| Use beginning turn taking skills  Comment: |  | |  |
| Tease  Comment: |  | |  |

**Communication Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Expressive Language - Verbalizing** | | |
| Skill | Date Completed/  Teacher Initials | Prompted (P)  Independent (I) |
| Use single words  Comment: |  |  |
| Refer to self by full name  Comment: |  |  |
| Refer to self by pronouns  Comment: |  |  |
| Name familiar objects/people  Comment: |  |  |
| Respond when greeted  Comment: |  |  |
| Make simple requests  Comment: |  |  |
| Use 2- to 3- words phrases  Comment: |  |  |
| Answer yes/no questions  Comment: |  |  |
| Fill in phrases of familiar stories  Comment: |  |  |
| Use quantitative non phrase “more \_\_\_\_\_\_)”  Comment: |  |  |
| Notify others when finished  Comment: |  |  |
| State choices  Comment: |  |  |
| Communicate basic needs  Comment: |  |  |
| Communicate feelings  Comment: |  |  |

**Communication Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Expressive Language - Verbalizing (continued)** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Describe the properties of common objects (i.e. color, size, function)  Comment: |  |  |
| Use social courtesies (i.e. please, thank you)  Comment: |  |  |
| Understand /use pronouns  Comment: |  |  |
| Deliver a message  Comment: |  |  |
| Answer concrete questions  Comment: |  |  |
| Comment  Comment: |  |  |
| Answer remote questions  Comment: |  |  |
| Describe recent experience  Comment: |  |  |
| Describe the relative position of objects (i.e. above/below)  Comment: |  |  |
| Share information and ideas, speaking audibly in complete, coherent sentences  Comment: |  |  |
| Stay on topic  Comment: |  |  |
| Ask questions for clarification and understanding  Comment: |  |  |
| Recount experiences in a logical sequence  Comment: |  |  |

**Communication Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Use of Assistive Technology** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Use adaptive equipment to participate in physical education activities  Comment: |  |  |
| Use AAC system for expressive communication  Comment: |  |  |
| Use computer program to produce art object  Comment: |  |  |
| Use computer program to access functional academic activities  Comment: |  |  |
| Access print via alternate format (i.e., text, books on tape, large print material, Braille, scan/read software, text to speech software, tablet)  Comment: |  |  |
| Use calculator for computation  Comment: |  |  |
| Utilize word prediction software for writing  Comment: |  |  |
| Dictate to produce written material  Comment: |  |  |

### Educational Resources: Communication Domain

# DOMAIN: Community Access, Motor Skills

**Summary of Domain:** Skills related to gross motor development and ambulation, including strength, balance and coordination. Skills related to physical activities. Skills related to increased independence and physical access to both the school campus and the community.

**Sub-Domains:**

**Walking/Mobility**

**Wheelchair Use**

**Travel and Street Safety**

DOMAIN: Community Access, Motor Skills

## SUB DOMAIN: Walking/Mobility

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Walking/Mobility** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking and Listening  1.1  Civics and Government  5.1  Geography  7.2  Health, Safety and Physical Education  10.1, 10.4 | **Walking/Mobility** | | | | |
| * Identify objects/vocabulary related to community access and motor skills * Identify/demonstrate function of objects related to community access and motor skills * Maintain seated position * Scoot on floor in seated position * Pull to stand * Tolerate weight bearing * Stands in line * Pivot while standing * Initiate reciprocal stepping with support * Step independently * Navigate x# feet with supports (walker, gait trainer hand held) * Navigate x# feet without supports * Pull/ push toy while walking * Navigate to familiar location within school * Navigate around obstacles * Walk backwards * Walk up steps * Walk down steps * Walk up incline * Walk down incline * Walk on even outside ground | * Identify objects/vocabulary related to community access and motor skills * Identify/demonstrate function of objects related to community access and motor skills * Maintain seated position * Scoot on floor in seated position * Pull to stand * Tolerate weight bearing * Stands in line * Pivot while standing * Initiate reciprocal stepping with support * Step independently * Navigate x# feet with supports (walker, gait trainer hand held) * Navigate x# feet without supports * Pull/ push toy while walking * Navigate to familiar location within school * Navigate around obstacles * Walk backwards * Walk up steps * Walk down steps * Walk up incline * Walk down incline * Walk on even outside ground | * Identify objects/vocabulary related to community access and motor skills * Identify/demonstrate function of objects related to community access and motor skills * Maintain seated position * Scoot on floor in seated position * Pull to stand * Tolerate weight bearing * Stands in line * Pivot while standing * Initiate reciprocal stepping with support * Step independently * Navigate x# feet with supports (walker, gait trainer hand held) * Navigate x# feet without supports * Pull/ push toy while walking * Navigate to familiar location within school * Navigate around obstacles * Walk backwards * Walk up steps * Walk down steps * Walk up incline * Walk down incline * Walk on even outside ground | * Identify objects/vocabulary related to community access and motor skills * Identify/demonstrate function of objects related to community access and motor skills * Maintain seated position * Scoot on floor in seated position * Pull to stand * Tolerate weight bearing * Stands in line * Pivot while standing * Initiate reciprocal stepping with support * Step independently * Navigate x# feet with supports (walker, gait trainer hand held) * Navigate x# feet without supports * Pull/ push toy while walking * Navigate to familiar location within school * Navigate around obstacles * Walk backwards * Walk up steps * Walk down steps * Walk up incline * Walk down incline * Walk on even outside ground | * Identify objects/vocabulary related to community access and motor skills * Identify/demonstrate function of objects related to community access and motor skills * Maintain seated position * Scoot on floor in seated position * Pull to stand * Tolerate weight bearing * Stands in line * Pivot while standing * Initiate reciprocal stepping with support * Step independently * Navigate x# feet with supports (walker, gait trainer hand held) * Navigate x# feet without supports * Pull/ push toy while walking * Navigate to familiar location within school * Navigate around obstacles * Walk backwards * Walk up steps * Walk down steps * Walk up incline * Walk down incline * Walk on even outside ground |

DOMAIN: Community Access, Motor Skills

**SUB DOMAIN: Walking/Mobility (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Walking/Mobility** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking and Listening  1.1  Civics and Government  5.1  Geography  7.2  Health, Safety and Physical Education  10.1, 10.4 | **Walking/Mobility (continued)** | | | | |
| * Walk on uneven outside ground * Walk over curb * Move from chair to standing position * Move from standing position to chair * Move from floor to kneeling position * Move from kneeling position to floor * Rise from floor to standing position * Move from standing position to floor. * Use environmental supports for activities of daily living (rails, changing tables, adapted seats) * Stand for Pledge of Allegiance with hand on heart * Travel and change direction quickly in response to a signal * Travel in relationship to objects: over, under, in front of, behind, through, etc * Travel in different ways in a large group without bumping into others or falling | * Walk on uneven outside ground * Walk over curb * Move from chair to standing position * Move from standing position to chair * Move from floor to kneeling position * Move from kneeling position to floor * Rise from floor to standing position * Move from standing position to floor * Use environmental supports for activities of daily living (rails, changing tables, adapted seats) * Stand for Pledge of Allegiance * Travel and change direction quickly in response to a signal * Travel in relationship to objects: over, under, in front of, behind, through, etc * Travel in different ways in a large group without bumping into others or falling * Demonstrate familiarity with the school’s layout, environments and the jobs people do there | * Walk on uneven outside ground * Walk over curb * Move from chair to standing position * Move from standing position to chair * Move from floor to kneeling position * Move from kneeling position to floor * Rise from floor to standing position * Move from standing position to floor * Use environmental supports for activities of daily living (rails, changing tables, adapted seats) * Stand for Pledge of Allegiance with hand on heart * Travel and change direction quickly in response to a signal * Travel in relationship to objects: over, under, in front of, behind, through, etc. * Travel in different ways in a large group without bumping into others or falling * Demonstrate familiarity with the school’s layout, environments and the jobs people do there | * Walk on uneven outside ground * Walk over curb * Move from chair to standing position * Move from standing position to chair * Move from floor to kneeling position * Move from kneeling position to floor * Rise from floor to standing position * Move from standing position to floor * Use environmental supports for activities of daily living (rails, changing tables, adapted seats) * Stand for Pledge of Allegiance with hand on heart * Travel and change direction quickly in response to a signal * Travel in relationship to objects: over, under, in front of, behind, through, etc * Travel in different ways in a large group without bumping into others or falling * Demonstrate familiarity with the school’s layout, environments and the jobs people do there | * Walk on uneven outside ground * Walk over curb * Move from chair to standing position * Move from standing position to chair * Move from floor to kneeling position * Move from kneeling position to floor * Rise from floor to standing position * Move from standing position to floor * Use environmental supports for activities of daily living (rails, changing tables, adapted seats) * Stand for Pledge of Allegiance with hand on heart * Travel and change direction quickly in response to a signal * Travel in relationship to objects: over, under, in front of, behind, through, etc * Travel in different ways in a large group without bumping into others or falling * Demonstrate familiarity with the school’s layout, environments and the jobs people do there |

DOMAIN: Community Access, Motor Skills

## SUB DOMAIN: Wheelchair Use

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Wheelchair Use** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking and Listening  1.1  Economics  6.2  Geography  7.2  Health, Safety and Physical Education  10.1, 10.4 | **Wheelchair Use** | | | | |
| * Identify objects/vocabulary related to community access and motor skills * Identify/demonstrate function of objects related to community access and motor skills * Demonstrate understanding of cause and effect * Move wheelchair in any environment, with supports as needed and understanding of directionality * Stop wheelchair in any environment, with supports as needed | * Identify objects/vocabulary related to community access and motor skills * Identify/demonstrate function of objects related to community access and motor skills * Demonstrate understanding of cause and effect * Move wheelchair in any environment, with supports as needed and understanding of directionality * Stop wheelchair in any environment, with supports as needed * Transfer self in/out of wheelchair in any environment for daily activities in home/school * Follow safety rules using wheelchair * Travel and change direction quickly in response to a signal * Travel in relationship to objects: over, under, in front of, behind, and through * Demonstrate familiarity with the school’s layout and the jobs people do there * Travel in different ways in a large group without bumping into others or falling | * Identify objects/vocabulary related to community access and motor skills * Identify/demonstrate function of objects related to community access and motor skills * Demonstrate understanding of cause and effect * Move wheelchair in any environment, with supports as needed and understanding of directionality * Stop wheelchair in any environment, with supports as needed * Transfer self in/out of wheelchair in any environment for daily activities in home/school * Follows safety rules using wheelchair * Travel and change direction quickly in response to a signal * Travel in relationship to objects: over, under, in front of, behind, and through * Demonstrate familiarity with the school’s layout and the jobs people do there * Travel in different ways in a large group without bumping into others or falling | * Identify objects/vocabulary related to community access and motor skills * Identify/demonstrate function of objects related to community access and motor skills * Demonstrate understanding of cause and effect * Move wheelchair in any environment, with supports as needed and understanding of directionality * Stop wheelchair in any environment, with supports as needed * Transfer self in/out of wheelchair in any environment for daily activities in home/school * Follows safety rules using wheelchair * Travel and change direction quickly in response to a signal * Travel in relationship to objects: over, under, in front of, behind, and through * Demonstrate familiarity with the school’s layout and the jobs people do there * Travel in different ways in a large group without bumping into others or falling | * Identify objects/vocabulary related to community access and motor skills * Identify/demonstrate function of objects related to community access and motor skills * Demonstrate understanding of cause and effect * Move wheelchair in any environment, with supports as needed and understanding of directionality * Stop wheelchair in any environment, with supports as needed * Transfer self in/out of wheelchair in any environment for daily activities in home/school * Follows safety rules using wheelchair * Travel and change direction quickly in response to a signal * Travel in relationship to objects: over, under, in front of, behind, and through * Demonstrate familiarity with the school’s layout and the jobs people do there * Travel in different ways in a large group without bumping into others or falling |

DOMAIN: Community Access, Motor Skills

## SUB DOMAIN: Travel and Street Safety

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Travel and Street Safety** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking and Listening  1.1  Civics and Government  5.2  Economics  6.2  Geography  7.2  Health, Safety and Physical Education  10.1, 10.4  Family and Consumer Services  11.1 | **Travel and Street Safety** | | | | |
| * Identify objects/vocabulary related to community access and motor skills * Identify/demonstrate function of objects related to community access and motor skills * Walks/propels wheelchair to/from destination * Rides school/city bus * Rides in a car * Uses caution with strangers * Rides big wheel, trike, bike * Aware that payment is needed for public transport * Aware of signs and signals * Travel and change direction quickly in response to a signal * Travel in relationship to objects, over, under, behind, and through * Identify/locate various buildings within the community (church, school, hospital, police station) * Practice safe behavior in and near motorized vehicles * Recognize safety and high frequency words and symbols | * Identify objects/vocabulary related to community access and motor skills * Identify/demonstrate function of objects related to community access and motor skills * Walks/propels wheelchair to/from destination * Rides school/city bus * Rides in a car * Uses caution with strangers * Rides big wheel, trike, bike * Aware that payment is needed for public transport * Aware of signs and signals * Travel and change direction quickly in response to a signal * Travel in relationship to objects, over, under, behind, and through * Identify/locate various buildings within the community (church, school, hospital, police station) * Practice safe behavior in and near motorized vehicles * Recognize safety and high frequency words and symbols * Understand the concept of exchange and the use of money to purchase goods and services * Demonstrate familiarity with the school’s layout and the jobs people do there | * Identify objects/vocabulary related to community access and motor skills * Identify/demonstrate function of objects related to community access and motor skills * Walks/propels wheelchair to/from destination * Rides school/city bus * Rides in a car * Uses caution with strangers * Rides big wheel, trike, bike * Aware that payment is needed for public transport * Aware of signs and signals * Travel and change direction quickly in response to a signal * Travel in relationship to objects, over, under, behind, and through * Identify/locate various buildings within the community (church, school, hospital, police station) * Practice safe behavior in and near motorized vehicles * Recognize safety and high frequency words and symbols * Understand the concept of exchange and the use of money to purchase goods and services * Demonstrate familiarity with the school’s layout and the jobs people do there | * Identify objects/vocabulary related to community access and motor skills * Identify/demonstrate function of objects related to community access and motor skills * Walks/propels wheelchair to/from destination * Rides school/city bus * Rides in a car * Uses caution with strangers * Rides big wheel, trike, bike * Aware that payment is needed for public transport * Aware of signs and signals * Travel and change direction quickly in response to a signal * Travel in relationship to objects, over, under, behind, and through * Identify/locate various buildings within the community (church, school, hospital, police station) * Practice safe behavior in and near motorized vehicles * Recognize safety and high frequency words and symbols * Understand the concept of exchange and the use of money to purchase goods and services * Demonstrate familiarity with the school’s layout and the jobs people do there | * Identify objects/vocabulary related to community access and motor skills * Identify/demonstrate function of objects related to community access and motor skills * Walks/propels wheelchair to/from destination * Rides school/city bus * Rides in a car * Uses caution with strangers * Rides big wheel, trike, bike * Aware that payment is needed for public transport * Aware of signs and signals * Travel and change direction quickly in response to a signal * Travel in relationship to objects, over, under, behind, and through * Identify/locate various buildings within the community (church, school, hospital, police station) * Practice safe behavior in and near motorized vehicles * Recognize safety and high frequency words and symbols * Understand the concept of exchange and the use of money to purchase goods and services * Demonstrate familiarity with the school’s layout and the jobs people do there |

DOMAIN: Community Access, Motor Skills

**SUB DOMAIN: Travel and Street Safety (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Travel and Street Safety** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking and Listening  1.1  Civics and Government  5.2  Economics  6.2  Geography  7.2  Health, Safety and Physical Education  10.1, 10.4  Family and Consumer Services  11.1 | **Travel and Street Safety (continued)** | | | | |
|  | * Demonstrate the relative locations of objects using the terms near/far, left/right/ and behind/in front * Identify traffic symbols * Read safety and high frequency words and symbols * Understand that printed materials provide information (i.e., accessing phone book or bus schedule * Recognize common abbreviations (i.e., Jan., Sun., Mr., St., street signs) | * Demonstrate the relative locations of objects using the terms near/far, left/right/ and behind/in front * Identify traffic symbols * Read safety and high frequency words and symbols * Understand that printed materials provide information (i.e., accessing phone book or bus schedule * Recognize common abbreviations (i.e., Jan., Sun., Mr., St., street signs) * Give and follow directions about location * Pay for public transport | * Demonstrate the relative locations of objects using the terms near/far, left/right/ and behind/in front * Identify traffic symbols * Read safety and high frequency words and symbols * Understand that printed materials provide information (i.e., accessing phone book or bus schedule * Recognize common abbreviations (i.e., Jan., Sun., Mr., St., street signs) * Give and follow directions about location * Pay for public transport | * Demonstrate the relative locations of objects using the terms near/far, left/right/ and behind/in front * Identify traffic symbols * Read safety and high frequency words and symbols * Understand that printed materials provide information (i.e., accessing phone book or bus schedule * Recognize common abbreviations (i.e., Jan., Sun., Mr., St., street signs) * Give and follow directions about location * Pay for public transport * Read street map showing relationships between bus routes, community business and/or (i.e., student residences) |

### Community Access, Motor Skills Checklist

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Walking/Mobility** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Identify objects/vocabulary related to community access and motor skills  Comments: |  |  |
| Identify/demonstrate function of objects related to community access and motor skills  Comments: |  |  |
| Maintain seated position  Comments: |  |  |
| Scoot on floor in seated position  Comments: |  |  |
| Pull to stand  Comments: |  |  |
| Tolerate weight bearing  Comments: |  |  |
| Stand in line  Comments: |  |  |
| Pivot while standing  Comments: |  |  |
| Initiate reciprocal stepping with support  Comments: |  |  |
| Step independently  Comments: |  |  |
| Navigate x# feet with supports (walker, gait trainer hand held)  Comments: |  |  |
| Navigate x# feet without supports  Comments: |  |  |
| Pull/push toy while walking  Comments: |  |  |
| Navigate to familiar location within school  Comments: |  |  |

**Community Access, Motor Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Walking/Mobility (continued)** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Walk down steps  Comments: |  |  |
| Walk up incline  Comments: |  |  |
| Walk down incline  Comments: |  |  |
| Walk on even outside ground  Comments: |  |  |
| Walk on uneven outside ground  Comments: |  |  |
| Navigate around obstacles  Comments: |  |  |
| Walk backwards  Comments: |  |  |
| Walk up steps  Comments: |  |  |
| Walk over curb  Comments: |  |  |
| Move from chair to standing position  Comments: |  |  |
| Move from standing position to chair  Comments: |  |  |
| Move from floor to kneeling position  Comments: |  |  |
| Move from kneeling position to floor  Comments: |  |  |
| Rise from floor to standing position  Comments: |  |  |
| Move from standing position to floor  Comments: |  |  |

**Community Access, Motor Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Walking/Mobility (continued)** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Use environmental supports for activities of daily living (rails, changing tables, adapted seats)  Comments: |  |  |
| Stand for Pledge of Allegiance with hand on heart  Comments: |  |  |
| Travel and change direction quickly in response to a signal  Comments: |  |  |
| Travel in relationship to objects: over, under, in front of, behind, through, etc  Comments: |  |  |
| Travel in different ways in a large group without bumping into others or falling  Comments: |  |  |
| Demonstrate familiarity with the school’s layout, environments and the jobs people do there  Comments: |  |  |

**Community Access, Motor Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Wheelchair Use** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Identify objects/vocabulary related to community access and motor skills  Comments: |  |  |
| Identify/demonstrate function of objects related to community access and motor skills  Comments: |  |  |
| Demonstrate understanding of cause and effect  Comments: |  |  |
| Move wheelchair in any environment, with supports as needed and understanding of directionality.  Comments: |  |  |
| Stop wheelchair in any environment, with supports as needed  Comments: |  |  |
| Transfer self in/out of wheelchair in any environment for daily activities in home/school.  Comments: |  |  |
| Follow safety rules using wheelchair  Comments: |  |  |
| Travel and change direction quickly in response to a signal  Comments: |  |  |
| Travel in relationship to objects: over, under, behind, and through  Comments: |  |  |
| Demonstrate familiarity with the school’s layout, environs and the jobs people do there  Comments: |  |  |
| Travel in different ways in a large group without bumping into other or falling  Comments: |  |  |

**Community Access, Motor Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Travel and Street Safety** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Identify objects/vocabulary related to community access and motor skills  Comments: |  |  |
| Identify/demonstrate function of objects related to community access and motor skills  Comments: |  |  |
| Walk/propel wheelchair to/from destination  Comments: |  |  |
| Ride school/city bus  Comments: |  |  |
| Ride in a car  Comments: |  |  |
| Use caution with strangers  Comments: |  |  |
| Ride big wheel, trike, bike  Comments: |  |  |
| Aware that payment is needed for public transport  Comments: |  |  |
| Aware of signs and signals  Comments: |  |  |
| Travel and change direction quickly in response to a signal  Comments: |  |  |
| Travel in relationship to objects, over, under, behind, and through  Comments: |  |  |
| Identify/locate various buildings within the community (church, school, hospital, police station)  Comments: |  |  |
| Practice safe behavior in and near motorized vehicles  Comments: |  |  |
| Recognize safety and high frequency words and symbols  Comments: |  |  |
| Understand the concept of exchange and the use of money to purchase goods and services  Comments: |  |  |
| Demonstrate familiarity with the school’s layout and the jobs people do there  Comments: |  |  |

**Community Access, Motor Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Travel and Street Safety (continued)** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Demonstrate the relative locations of objects using the terms near/far, left/right/ and behind/in front  Comments: |  |  |
| Identify traffic symbols  Comments: |  |  |
| Read safety and high frequency words and symbols  Comments: |  |  |
| Understand that printed materials provide information (i.e., accessing phone book or bus schedule  Comments: |  |  |
| Recognize common abbreviations (i.e., Jan., Sun., Mr., St., street signs)  Comments: |  |  |
| Give and follow directions about location  Comments: |  |  |
| Pay for public transportation  Comments: |  |  |
| Read street map showing relationships between bus routes, community business and/or (i.e., student residences)  Comments: |  |  |

### Educational Resources: Community Access, Motor Skills Domain

# DOMAIN: Functional Academics

**Summary of Domain:** Ability and skills related to academics that also have direct application in one’s life. The acquisition of academic skills that are functional in terms of independent living. The development of prerequisite skills, including fine motor development, cognitive skills and pre-operational activities.

**Sub-Domains:**

**Functional Reading**

Emerging Literacy (\* Reference PA Learning Standards for Early Childhood)

Reading Decoding and Word Identification

Reading Comprehension

**Functional Writing**

**Functional Math**

General Knowledge

Numbers and Computation

Time

Money

Measurement

Statistics and Probability

Geometry

DOMAIN: Functional Academics

## SUB DOMAIN: Functional Reading

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Functional Reading** | School/Community | | | | | | | | |
| Preschool  (Ages 3-5) | | Elementary  (Ages 6-10) | | Intermediate  (Ages 11-13) | | Secondary  (Ages 14-18) | | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking and Listening  1.1, 1.2, 1.3, 1.6, 1.9\*  Mathematics  2.1, 2.6  Science and Technology  3.7  Civics and Government  5.1 | **Functional Reading - Emerging Literacy**  (\* Reference PA Learning Standards For Early Childhood) | | | | | | | | |
| * Respond to early literacy experiences such as story telling, nursery rhymes, songs, finger plays * Demonstrate interest in books and environmental print * Demonstrate beginning book handling skills * Look at books * Turn pages of books * Point to pictures in books * Answer questions about pictures in books | * Respond to early literacy experiences such as story telling, nursery rhymes, songs, finger plays * Demonstrate interest in books and environmental print * Demonstrate beginning book handling skills * Look at books * Turn single pages of books * Point to pictures in books * Answer questions about pictures in books | | * Respond to early literacy experiences such as story telling, nursery rhymes, songs, finger plays * Demonstrate interest in books and environmental print * Demonstrate beginning book handling skills * Look at books * Turn single pages of books * Point to pictures in books * Answer questions about pictures in books | | * Respond to early literacy experiences such as story telling, nursery rhymes, songs, finger plays * Demonstrate interest in books and environmental print * Demonstrate beginning book handling skills * Look at books * Turn single pages of books * Point to pictures in books * Answer questions about pictures in books | | * Respond to early literacy experiences such as story telling, nursery rhymes, songs, finger plays * Demonstrate interest in books and environmental print * Demonstrate beginning book handling skills * Look at books * Turn single pages of books * Point to pictures in books * Answer questions about pictures in books | | |

DOMAIN: Functional Academics

**SUB DOMAIN: Functional Reading (continued)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Functional Reading** | School/Community | | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking and Listening  1.1, 1.2, 1.3, 1.6, 1.9\*  Mathematics  2.1, 2.6  Science and Technology  3.7  Civics and Government  5.1 | **Functional Reading - Reading Decoding and Word Identification** | | | | | |
| * Match letters * Identify name * Identify classmates/others names * Identify uppercase letters * Identify lowercase letters * Match pictures for specific activities * Recognize pictures for specific activities * Recognize designated number of high frequency words/sight words | * Match letters * Identify name * Identify classmates/others names * Identify uppercase letters * Identify lowercase letters * Match pictures for specific activities * Recognize pictures for specific activities. * Recognize designated number of high frequency words/sight words * Read one or more syllable words * Read simple words or sentences aloud * Recognize/Identify designated number of high frequency words/sight words * Recognize survival words / community symbols * Demonstrate understanding of survival words / community symbols * Follow one and two step written directions * Classify objects by category * Look through a magazine * Point to pictures on a menu to order food | * Match letters * Identify name * Identify classmates/others names * Identify uppercase letters * Identify lowercase letters * Match pictures for specific activities * Recognize pictures for specific activities. * Recognize designated number of high frequency words/sight words * Read one or more syllable words * Read simple words or sentences aloud * Recognize/Identify designated number of high frequency words/sight words * Recognize survival words / community symbols * Demonstrate understanding of survival words / community symbols * Follow one and two step written directions * Classify objects by category * Look through a magazine * Point to pictures on a menu to order food * Read flyers and other functional materials | | * Match letters * Identify name * Identify classmates/others names * Identify uppercase letters * Identify lowercase letters * Match pictures for specific activities * Recognize pictures for specific activities * Recognize designated number of high frequency words/sight words * Read one or more syllable words * Read simple words or sentences aloud * Recognize/ Identify designated number of high frequency words/sight words * Recognize survival words / community symbols * Demonstrate understanding of survival words / community symbols * Follow one and two step written directions * Classify objects by category * Look through a magazine * Point to pictures on a menu to order food * Read flyers and other functional materials * Read movie/TV schedule * Read a simple recipe * Read a menu | * Match letters * Identify name * Identify classmates/others names * Identify uppercase letters * Identify lowercase letters * Match pictures for specific activities * Recognize pictures for specific activities. * Recognize designated number of high frequency words/sight words * Read one or more syllable words * Read simple words or sentences aloud * Recognize/ Identify designated number of high frequency words/sight words * Recognize survival words / community symbols * Demonstrate understanding of survival words / community symbols * Follow one and two step written directions * Classify objects by category * Look through a magazine * Point to pictures on a menu to order food * Read flyers and other functional materials * Read movie/TV schedule * Read a simple recipe * Read a menu |

DOMAIN: Functional Academics

**SUB DOMAIN: Functional Reading (continued)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Functional Reading** | School/Community | | | | | |
| Preschool  (Ages 3-5) | | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking and Listening  1.1, 1.2, 1.3, 1.6, 1.9\*  Mathematics  2.1, 2.6  Science and Technology  3.7  Civics and Government  5.1 | **Functional Reading - Reading Decoding and Word Identification (continued)** | | | | | |
|  |  | |  | * Read simple paragraphs aloud * Reads orally at designated grade level   Reads sentences to follow directions | * Read simple paragraphs aloud * Read orally at designated grade level * Read sentences to follow directions * Read product labels * Read a bus schedule * Read a magazine or newspaper * Read instructions on computer to use software * Locate information online   Locate information using a variety of resources |

DOMAIN: Functional Academics

**SUB DOMAIN: Functional Reading (continued)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Functional Reading** | School/Community | | | | | | | | |
| Preschool  (Ages 3-5) | | Elementary  (Ages 6-10) | | Intermediate  (Ages 11-13) | | Secondary  (Ages 14-18) | | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking and Listening  1.1, 1.2, 1.3, 1.6, 1.9\*  Mathematics  2.1, 2.6  Science and Technology  3.7  Civics and Government  5.1 | **Functional Reading - Reading Comprehension** | | | | | | | | |
| * Answer basic questions about pictures * Identify objects in a picture | * Answer basic questions about pictures * Identify objects in a picture * Answer who, what, when, where questions about a picture or a story * Restate information presented orally * State topic of story from pictures or spoken word * Identify unknown word through context of spoken or pictorial information | | * Answer basic questions about pictures * Identify objects in a picture * Answer who, what, when, where, and why questions about or a story * Restate information presented orally or written * State topic of story from pictures, spoken word, or written * Identify unknown word through context of spoken, pictorial, or written information * Sequence story events | | * Answer basic questions about pictures * Identify objects in a picture * Answer who, what, when, where, and why questions about or a story * Restate information presented orally or written * State topic of story from pictures, spoken word, or written. * Identify unknown word through context of spoken, pictorial, or written information * Sequence story events | | * Answer basic questions about pictures * Identify objects in a picture * Answer who, what, when, where, and why questions about or a story * Restate information presented orally or written * State topic of story from pictures, spoken word, or written * Identify unknown word through context of spoken, pictorial, or written information * Sequence story events | | |

DOMAIN: Functional Academics

## SUB DOMAIN: Functional Writing

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Functional Writing** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking and Listening  1.4. 1.5  Science and Technology  3.7 | **Functional Writing** | | | | |
| * Hold crayon/writing utensil * Color within the lines * Trace lines * Trace shapes * Copy lines from a model * Copy shapes from a model * Draw lines * Draw shapes * Trace around own hand * Draw picture of at least 3 objects * Introduce computer , access modes and programs | * Hold crayon/writing utensil * Color within the lines * Trace lines * Trace shapes * Copy lines from a model * Copy shapes from a model * Draw lines * Draw shapes * Trace around own hand * Draw picture of at least 3 objects * Introduce computer , access modes and programs * Use stamp to sign name * Trace name/personal information * Trace letters * Trace individual words * Copy name/personal information from a model * Copy letters from a model * Copy individual words from a model * Copy sentences from a model * Write name/personal information * Write letters * Write individual words * Write sentences * Use capitalization and punctuation when writing sentences | * Hold crayon/writing utensil * Color within the lines * Trace lines * Trace shapes * Copy lines from a model * Copy shapes from a model * Draw lines * Draw shapes * Trace around own hand * Draw picture of at least 3 objects * Introduce computer , access modes and programs * Use stamp to sign name * Trace name/personal information * Trace letters * Trace individual words * Copy name/personal information from a model * Copy letters from a model * Copy individual words from a model * Copy sentences from a model * Write name/personal information * Write letters * Write individual words * Write sentences * Use capitalization and punctuation when writing sentences | * Hold crayon/writing utensil * Color within the lines * Trace lines * Trace shapes * Copy lines from a model * Copy shapes from a model * Draw lines * Draw shapes * Trace around own hand * Draw picture of at least 3 objects * Introduce computer , access modes and programs * Use stamp to sign name * Trace name/personal information * Trace letters * Trace individual words * Copy name/personal information from a model * Copy letters from a model * Copy individual words from a model * Copy sentences from a model * Write name/personal information * Write letters * Write individual words * Write sentences * Use capitalization and punctuation when writing sentences | * Hold crayon/writing utensil * Color within the lines * Trace lines * Trace shapes * Copy lines from a model * Copy shapes from a model * Draw lines * Draw shapes * Trace around own hand * Draw picture of at least 3 objects * Introduce computer , access modes and programs * Use stamp to sign name * Traces name/personal information * Trace letters * Trace individual words * Copy name/personal information from a model * Copy letters from a model * Copy individual words from a model * Copy sentences from a model * Write name/personal information * Write letters * Write individual words * Write sentences * Use capitalization and punctuation when writing sentences |

DOMAIN: Functional Academics

**SUB DOMAIN: Functional Writing (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Functional Writing** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking and Listening  1.4. 1.5  Science and Technology  3.7 | **Functional Writing (continued)** | | | | |
|  | * Write by moving from left to right and from top to bottom * Print legibly and space letters, words, and sentences appropriately * Spell name * Spell designated number of high frequency spelling words * Spell individual sight words * Demonstrate basic keyboarding skills and familiarity with computer terminology (curser, software, memory, disk drive, hard drive, etc.) | * Write by moving from left to right and from top to bottom * Print legibly and space letters, words, and sentences appropriately * Spell name * Spell designated number of high frequency spelling words * Spell individual sight words * Demonstrate basic keyboarding skills and familiarity with computer terminology (curser, software, memory, disk drive, hard drive, etc.) * Write dictated story or letter * Write assignments in planner | * Write by moving from left to right and from top to bottom * Print legibly and space letters, words, and sentences appropriately * Spell name * Spell designated number of high frequency spelling words * Spell individual sight words * Demonstrate basic keyboarding skills and familiarity with computer terminology (curser, software, memory, disk drive, hard drive, etc.) * Write dictated story or letter * Write assignments in planner * Write a shopping/chores list * Write simple phone message * Write simple thank you note * Sign name to endorse check * Fill out words and numbers on a check/money order * Write words needed for a task/job | * Write by moving from left to right and from top to bottom * Print legibly and space letters, words, and sentences appropriately * Spell name * Spell designated number of high frequency spelling words * Spell individual sight words * Demonstrate basic keyboarding skills and familiarity with computer terminology (curser, software, memory, disk drive, hard drive, etc.) * Write dictated story or letter * Write assignments in planner * Write a shopping/chores list * Write simple phone message * Write simple thank you note * Sign name to endorse check * Fill out words and numbers on a check/money order * Write individual words needed for a task/job * Write individual words needed for a job * Write appointments on a calendar * Write simple resume or letter * Fill out job application |

DOMAIN: Functional Academics

## SUB DOMAIN: Functional Math

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Functional Math** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Mathematics  2.1, 2.2, 2.3, 2.6, 2.7, 2.9 | **Functional Math - General Knowledge** | | | | |
| * Id/sort/classify objects by attribute * Pattern/sequence * Give/follow directional locations * Anticipate patterns in repetitive stories * Recognize same/different in groups of objects * Build with shapes * Use of positional words (in, out, over, under, beside) | * Id/sort/classify objects by attribute * Pattern/sequence * Give/follow directional locations * Anticipate patterns in repetitive stories * Recognize same/different in groups of objects * Build with shapes * Use of positional words (in, out, over, under, beside) * Select appropriate tools for attribute being measured (clock-time, ruler-length) | * Id/sort/classify objects by attribute * Pattern/sequence * Give/follow directional locations * Anticipate patterns in repetitive stories * Recognize same/different in groups of objects * Build with shapes * Use of positional words (in, out, over, under, beside) * Select appropriate tools for attribute being measured (clock-time, ruler-length) | * Id/sort/classify objects by attribute * Pattern/sequence * Give/follow directional locations * Anticipate patterns in repetitive stories * Recognize same/different in groups of objects * Build with shapes * Use of positional words (in, out, over, under, beside) * Select appropriate tools for attribute being measured (clock-time, ruler-length) | * Id/sort/classify objects by attribute * Pattern/sequence * Give/follow directional locations * Anticipate patterns in repetitive stories * Recognize same/different in groups of objects * Build with shapes * Use of positional words (in, out, over, under, beside) * Select appropriate tools for attribute being measured (clock-time, ruler-length) |

DOMAIN: Functional Academics

**SUB DOMAIN: Functional Math (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Functional Math** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Mathematics  2.1, 2.2, 2.3, 2.6, 2.7, 2.9 | **Functional Math - Numbers and Computation** | | | | |
| * Count by rote * Match numbers * Identify numbers * Demonstrate 1:1 correspondence | * Count by rote * Match numbers * Identify numbers * Demonstrate 1:1 correspondence * Demonstrate object to number correspondence * Understand one more and one less * Count out number of objects requested * Compare 2 or more sets as more, less or equals * Sequence numbers * Skip count objects (2’s, 2’s, 5’s, 10’s, etc. * Recognize addresses, office numbers, etc. * Ordinal numbers-1st, 2nd, 3rd, etc. place * Use number line * Odd/even numbers * Combine/take away from sets using manipulatives * Understand meaning of +, -, x, /, = * Addition and subtraction skills * Multiplication and division skills * Determine operation to solve problems * Use calculator * Fraction skills | * Count by rote * Match numbers * Identify numbers * Demonstrate 1:1 correspondence * Demonstrate object to number correspondence * Understand one more and one less * Count out number of objects requested * Compare 2 or more sets as more, less or equals * Sequence numbers * Skip count objects (2’s, 2’s, 5’s, 10’s, etc. * Recognize addresses, office numbers, etc. * Ordinal numbers-1st, 2nd, 3rd, etc. place * Use number line * Odd/even numbers * Combine/take away from sets using manipulatives * Understand meaning of +, -, x, /, = * Addition and subtraction skills * Multiplication and division skills * Determine operation to solve problems * Use calculator * Fraction skills | * Count by rote * Match numbers * Identify numbers * Demonstrate 1:1 correspondence * Demonstrate object to number correspondence * Understand one more and one less * Count out number of objects requested * Compare 2 or more sets as more, less or equals * Sequence numbers * Skip count objects (2’s, 2’s, 5’s, 10’s, etc. * Recognize addresses, office numbers, etc. * Ordinal numbers-1st, 2nd, 3rd, etc. place * Use number line * Odd/even numbers * Combine/take away from sets using manipulatives * Understand meaning of +, -, x, /, = * Addition and subtraction skills * Multiplication and division skills * Determine operation to solve problems * Use calculator * Fraction skills | * Count by rote * Match numbers * Identify numbers * Demonstrate 1:1 correspondence * Demonstrate object to number correspondence * Understand one more and one less * Count out number of objects requested * Compare 2 or more sets as more, less or equals * Sequence numbers * Skip count objects (2’s, 2’s, 5’s, 10’s, etc. * Recognize addresses, office numbers, etc. * Ordinal numbers-1st, 2nd, 3rd, etc. place * Use number line * Odd/even numbers * Combine/take away from sets using manipulatives * Understand meaning of +, -, x, /, = * Addition and subtraction skills * Multiplication and division skills * Determine operation to solve problems * Use calculator * Fraction skills |

DOMAIN: Functional Academics

**SUB DOMAIN: Functional Math (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Functional Math** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Mathematics  2.1, 2.2, 2.3, 2.6, 2.7, 2.9 | **Functional Math - Time** | | | | |
| * Order of events (before, after) * Use morning, afternoon, evening to describe events of day * Follow picture or word sequence schedule * Describe daily routine * Name days of week in order * Relate today, tomorrow, yesterday to days of week * Major holidays * Birth date * Months of year * Seasons * Family members birthdates or significant events * Locate date on calendar | * Order of events (before, after) * Use morning, afternoon, evening to describe events of day * Follow picture or word sequence schedule * Describe daily routine * Name days of week in order * Relate today, tomorrow, yesterday to days of week * Major holidays * Birth date * Months of year * Seasons * Family members birthdates or significant events * Locate date on calendar * Tell time | * Order of events (before, after) * Use morning, afternoon, evening to describe events of day * Follow picture or word sequence schedule * Describe daily routine * Name days of week in order * Relate today, tomorrow, yesterday to days of week * Major holidays * Birth date * Months of year * Seasons * Family members birthdates or significant events * Locate date on calendar * Tell time | * Order of events (before, after) * Use morning, afternoon, evening to describe events of day * Follow picture or word sequence schedule * Describe daily routine * Name days of week in order * Relate today, tomorrow, yesterday to days of week * Major holidays * Birth date * Months of year * Seasons * Family members birthdates or significant events * Locate date on calendar * Tell time | * Order of events (before, after) * Use morning, afternoon, evening to describe events of day * Follow picture or word sequence schedule * Describe daily routine * Name days of week in order * Relate today, tomorrow, yesterday to days of week * Major holidays * Birth date * Months of year * Seasons * Family members birthdates or significant events * Locate date on calendar * Tell time |

DOMAIN: Functional Academics

**SUB DOMAIN: Functional Math (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Functional Math** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Mathematics  2.1, 2.2, 2.3, 2.6, 2.7, 2.9 | **Functional Math - Money** | | | | |
| * Match coins/bills | * Match coins/bills * Recognize coins/bills * Identify coins/bills * Count coins/bills * Give coins in requested amount * Read whole number bill price * Read bill and coin price | * Match coins/bills * Recognize coins/bills * Identify coins/bills * Count coins/bills * Give coins in requested amount * Read whole number bill price * Read bill and coin price * Solve problems using bills and coins * Make change * Use calculator to add cost of items * Use next dollar strategy | * Match coins/bills * Recognize coins/bills * Identify coins/bills * Count coins/bills * Give coins in requested amount * Read whole number bill price * Read bill and coin price * Solve problems using bills and coins * Make change * Use calculator to add cost of items * Use next dollar strategy | * Match coins/bills * Recognize coins/bills * Identify coins/bills * Count coins/bills * Give coins in requested amount * Read whole number bill price * Read bill and coin price * Solve problems using bills and coins * Make change * Use calculator to add cost of items * Use next dollar strategy |

DOMAIN: Functional Academics

**SUB DOMAIN: Functional Math (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Functional Math** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Mathematics  2.1, 2.2, 2.3, 2.6, 2.7, 2.9 | **Functional Math - Measurement** | | | | |
| * Match items of same length, size * Use non standard items to measure (hands, yarn, blocks) * Recognize qualitative/quantitative concepts (i.e. heavy-light; more-less) * Compare length, weight, volume | * Match items of same length, size * Use non standard items to measure (hands, yarn, blocks) * Recognize qualitative/quantitative concepts (i.e. Heavy-light; more-less) * Compare length, weight, volume * Measure inch, foot, yard * Measure dry ingredients * Measure liquid ingredients * Measure weight * Temperature in Fahrenheit or Celsius | * Match items of same length, size * Use non standard items to measure (hands, yarn, blocks) * Recognize qualitative/quantitative concepts (i.e. Heavy-light; more-less) * Compare length, weight, volume * Measure inch, foot, yard * Measure dry ingredients * Measure liquid ingredients * Measure weight * Temperature in Fahrenheit or Celsius | * Match items of same length, size * Use non standard items to measure (hands, yarn, blocks) * Recognize qualitative/quantitative concepts (i.e. Heavy-light; more-less) * Compare length, weight, volume * Measure inch, foot, yard * Measure dry ingredients * Measure liquid ingredients * Measure weight * Temperature in Fahrenheit or Celsius | * Match items of same length, size * Use non standard items to measure (hands, yarn, blocks) * Recognize qualitative/quantitative concepts (i.e. Heavy-light; more-less) * Compare length, weight, volume * Measure inch, foot, yard * Measure dry ingredients * Measure liquid ingredients * Measure weight * Temperature in Fahrenheit or Celsius |

DOMAIN: Functional Academics

**SUB DOMAIN: Functional Math (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Functional Math** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Mathematics  2.1, 2.2, 2.3, 2.6, 2.7, 2.9 | **Functional Math - Statistics and Probability** | | | | |
| * Read/compare data—bar graph, pictograph, tally chart, tables | * Read/compare data—bar graph, pictograph, tally chart, tables * Range, mode, median, mean (minimum-maximum) * Interpret/construct bar graph, tally chart, pictograph, tables * Predict outcomes before experiment * Record data from experiment * Write number sentences to represent a story problem | * Read/compare data—bar graph, pictograph, tally chart, tables * Range, mode, median, mean (minimum-maximum) * Interpret/construct bar graph, tally chart, pictograph, tables * Predict outcomes before experiment * Record data from experiment * Write number sentences to represent a story problem * Analyze results from experiment * Ask questions to clarify problem | * Read/compare data—bar graph, pictograph, tally chart, tables * Range, mode, median, mean (minimum-maximum) * Interpret/construct bar graph, tally chart, pictograph, tables * Predict outcomes before experiment * Record data from experiment * Write number sentences to represent a story problem * Analyze results from experiment * Ask questions to clarify problem | * Read/compare data—bar graph, pictograph, tally chart, tables * Range, mode, median, mean (minimum-maximum) * Interpret/construct bar graph, tally chart, pictograph, tables * Predict outcomes before experiment * Record data from experiment * Write number sentences to represent a story problem * Analyze results from experiment * Ask questions to clarify problem |

DOMAIN: Functional Academics

**SUB DOMAIN: Functional Math (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Functional Math** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Math  2.1, 2.2, 2.3, 2.6, 2.7, 2.9 | **Functional Math - Geometry** | | | | |
| * Match shapes * Recognize/identify shapes (square, circle, triangle, rectangle * Recognize shapes in environment * Describe attributes of shapes * Construct 2 and/or 3 dimensional figures given models | * Match shapes * Recognize/identify shapes (square, circle, triangle, rectangle * Recognize shapes in environment * Describe attributes of shapes * Construct 2 and/or 3 dimensional figures given models * Compare/contrast plane/solid geo shapes (circle/sphere, square/cube, triangle/pyramid, rectangle/rectangular prism) * Recognize shape from all viewpoints * Recognize/identify quadrilateral, trapezoid, hexagon, pentagon | * Match shapes * Recognize/identify shapes (square, circle, triangle, rectangle * Recognize shapes in environment * Describe attributes of shapes * Construct 2 and/or 3 dimensional figures given models * Compare/contrast plane/solid geo shapes (circle/sphere, square/cube, triangle/pyramid, rectangle/rectangular prism) * Recognize shape from all viewpoints * Recognize/identify quadrilateral, trapezoid, hexagon, pentagon | * Match shapes * Recognize/identify shapes (square, circle, triangle, rectangle * Recognize shapes in environment * Describe attributes of shapes * Construct 2 and/or 3 dimensional figures given models * Compare/contrast plane/solid geo shapes (circle/sphere, square/cube, triangle/pyramid, rectangle/rectangular prism) * Recognize shape from all viewpoints * Recognize/identify quadrilateral, trapezoid, hexagon, pentagon | * Match shapes * Recognize/identify shapes (square, circle, triangle, rectangle * Recognize shapes in environment * Describe attributes of shapes * Construct 2 and/or 3 dimensional figures given models * Compare/contrast plane/solid geo shapes (circle/sphere, square/cube, triangle/pyramid, rectangle/rectangular prism) * Recognize shape from all viewpoints * Recognize/identify quadrilateral, trapezoid, hexagon, pentagon |

### Functional Academics Skills Checklist

**Student Name:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Functional Reading - Emerging Literacy (Reference PA Learning Standards for Early Childhood)** | | | | |
| Skill | First Attained  Teacher Initials | Level of Prompt | Progress Monitoring  Teacher Initials | Level of Prompt |
| Respond to early literacy experiences such as story telling, nursery rhymes, songs, finger plays  Comments: |  |  |  |  |
| Demonstrate interest in books and environmental print  Comments: |  |  |  |  |
| Demonstrate beginning book handling skills  Comments: |  |  |  |  |
| Look at books  Comments: |  |  |  |  |
| Turn single pages of books  Comments: |  |  |  |  |
| Point to pictures in books  Comments: |  |  |  |  |
| Answer questions about pictures in books  Comments: |  |  |  |  |

**Functional Academics Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Functional Reading - Reading Decoding and Word Identification** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Match letters  Comments: |  |  |
| Identify name  Comments: |  |  |
| Identify classmates/others names  Comments: |  |  |
| Identify uppercase letters  Comments: |  |  |
| Identify lowercase letters  Comments: |  |  |
| Match pictures for specific activities  Comments: |  |  |
| Recognize pictures for specific activities  Comments: |  |  |
| Recognize designated number of high frequency words/sight words  Comments: |  |  |
| Read one or more syllable words  Comments: |  |  |
| Read simple words or sentences aloud  Comments: |  |  |
| Recognize/ Identify designated number of high frequency words/sight words  Comments: |  |  |
| Recognize survival words / community symbols  Comments: |  |  |

**Functional Academics Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Functional Reading - Reading Decoding and Word Identification (continued)** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Demonstrate understanding of survival words / community symbols  Comments: |  |  |
| Follow one and two step written directions  Comments: |  |  |
| Classify objects by category  Comments: |  |  |
| Look through a magazine  Comments: |  |  |
| Point to pictures on a menu to order food  Comments: |  |  |
| Read flyers and other functional materials  Comments: |  |  |
| Read movie/TV schedule  Comments: |  |  |
| Read a simple recipe  Comments: |  |  |
| Read a menu  Comments: |  |  |
| Read simple paragraphs aloud  Comments: |  |  |
| Read orally at designated grade level  Comments: |  |  |
| Read sentences to follow directions  Comments: |  |  |

**Functional Academics Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Functional Reading - Reading Decoding and Word Identification (continued)** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Read product labels  Comments: |  |  |
| Read a bus schedule  Comments: |  |  |
| Read a magazine or newspaper  Comments: |  |  |
| Read instructions on computer to use software  Comments: |  |  |
| Locate information online  Comments: |  |  |
| Locate information using a variety of resources  Comments: |  |  |

**Functional Academics Skill Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Functional Reading - Reading Comprehension** | | |
| Skill | Date Complete  Teacher Initials | Prompted (P)  Independent (I) |
| Answers basic questions about pictures  Comments: |  |  |
| Identify objects in a picture  Comments: |  |  |
| Answer who, what, when, where, and why questions about a story  Comments: |  |  |
| Restate information presented orally or written  Comments: |  |  |
| State topic of story from pictures, spoken word, or written  Comments: |  |  |
| Identify unknown word through context of spoken, pictorial, or written information.  Comments: |  |  |
| Sequence story events  Comments: |  |  |

**Functional Academics Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Functional Writing** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Hold crayon/writing utensil  Comments: |  |  |
| Color within the lines  Comments: |  |  |
| Trace lines  Comments: |  |  |
| shapes  Comments: |  |  |
| Copy lines from a model  Comments: |  |  |
| Copy shapes from a model  Comments: |  |  |
| Draw lines  Comments: |  |  |
| Draw shapes  Comments: |  |  |
| Trace around own hand  Comments: |  |  |
| Draw picture of at least 3 objects  Comments: |  |  |

**Functional Academics Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Functional Writing (continued)** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Introduce computer, access modes and programs  Comments: |  |  |
| Use stamp to sign name  Comments: |  |  |
| Trace name/personal information  Comments: |  |  |
| Trace letters  Comments: |  |  |
| Trace individual words  Comments: |  |  |
| Copy name/personal information from a model  Comments: |  |  |
| Copy letters from a model  Comments: |  |  |
| Copy individual words from a model  Comments: |  |  |
| Copy sentences from a model  Comments: |  |  |
| Write name/personal information  Comments: |  |  |

**Functional Academics Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Functional Writing (continued)** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Write letters  Comments: |  |  |
| Write individual words  Comments: |  |  |
| Write sentences  Comments: |  |  |
| Use capitalization and punctuation when writing sentences  Comments: |  |  |
| Write by moving from left to right and from top to bottom  Comments: |  |  |
| Print legibly and space letters, words, and sentences appropriately  Comments: |  |  |
| Spell name  Comments: |  |  |
| Spell designated number of high frequency spelling words  Comments: |  |  |
| Spell individual sight words  Comments: |  |  |
| Demonstrate basic keyboarding skills and familiarity with computer terminology (curser, software, memory, disk drive, hard drive, etc.)  Comments: |  |  |
| Write dictated story or letter  Comments: |  |  |
| Write assignments in planner  Comments: |  |  |
| Write a shopping/chores list  Comments: |  |  |
| Write simple phone message  Comments: |  |  |
| Write simple thank you note  Comments: |  |  |

**Functional Academics Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Functional Writing (continued)** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Sign name to endorse check  Comments: |  |  |
| Fill out words and numbers on a check/money order  Comments: |  |  |
| Write individual words needed for a task/job  Comments: |  |  |
| Write individual words needed for a job  Comments: |  |  |
| Write appointments on a calendar  Comments: |  |  |
| Write simple resume or letter  Comments: |  |  |
| Fill out job application  Comments: |  |  |

**Functional Academics Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Functional Math - General Knowledge** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Id/sort/classify objects by attribute  Comments: |  |  |
| Pattern/sequence  Comments: |  |  |
| Give/follow directional locations  Comments: |  |  |
| Anticipate patterns in repetitive stories  Comments: |  |  |
| Recognize same/different in groups of objects  Comments: |  |  |
| Build with shapes  Comments: |  |  |
| Use of positional words (in, out, over, under, beside)  Comments: |  |  |
| Select appropriate tools for attribute being measured (clock-time, ruler-length)  Comments: |  |  |

**Functional Academics Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Functional Math - Numbers and Computation** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Count by rote  Comments: |  |  |
| Match numbers  Comments: |  |  |
| Identify numbers  Comments: |  |  |
| Demonstrate 1:1 correspondence  Comments: |  |  |
| Demonstrate object to number correspondence  Comments: |  |  |
| Understand one more and one less  Comments: |  |  |
| Count out number of objects requested  Comments: |  |  |
| Compare 2 or more sets as more, less or equals  Comments: |  |  |
| Sequence numbers  Comments: |  |  |
| Skip count objects 2’s, 2’s, 5’s, 10’s, etc.  Comments: |  |  |
| Recognize addresses, office numbers, etc.  Comments: |  |  |
| Ordinal numbers-1st, 2nd, 3rd, etc. place  Comments: |  |  |
| Use number line  Comments: |  |  |

**Functional Academics Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Functional Math - Numbers and Computation (continued)** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Odd/even numbers  Comments: |  |  |
| Combine/take away from sets using manipulatives  Comments: |  |  |
| Understand meaning of +, -, x, /, =  Comments: |  |  |
| Addition and subtraction skills  Comments: |  |  |
| Multiplication and division skills  Comments: |  |  |
| Determine operation to solve problems  Comments: |  |  |
| Use calculator  Comments: |  |  |
| Fraction skills  Comments: |  |  |

**Functional Academics Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Functional Math - Time** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Order of events (before, after)  Comments: |  |  |
| Use morning, afternoon, evening to describe events of day  Comments: |  |  |
| Follow picture or word sequence schedule  Comments: |  |  |
| Describe daily routine  Comments: |  |  |
| Name days of week in order  Comments: |  |  |
| Relate today, tomorrow, yesterday to days of week  Comments: |  |  |
| Major holidays  Comments: |  |  |
| Birth date  Comments: |  |  |
| Months of year  Comments: |  |  |
| Seasons  Comments: |  |  |
| Family members birthdates or significant events  Comments: |  |  |
| Locate date on calendar  Comments: |  |  |
| Tell time  Comments: |  |  |

**Functional Academics Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Functional Math - Money** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Match coins/bills  Comments: |  |  |
| Recognize coins/bills  Comments: |  |  |
| Identify coins/bills  Comments: |  |  |
| Cunt coins/bills  Comments: |  |  |
| Give coins in requested amount  Comments: |  |  |
| Read whole number bill price  Comments: |  |  |
| Read bill and coin price  Comments: |  |  |
| Solve problems using bills and coins  Comments: |  |  |
| Make change  Comments: |  |  |
| Use calculator to add cost of items  Comments: |  |  |
| Use next dollar strategy  Comments: |  |  |

**Functional Academics Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Functional Math - Measurement** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Match items of same length, size  Comments: |  |  |
| Use non standard items to measure (hands, yarn, blocks)  Comments: |  |  |
| Recognize qualitative/quantitative concepts (i.e. heavy-light, more-less)  Comments: |  |  |
| Compare length, weight, volume  Comments: |  |  |
| Measure, inch, foot, yard  Comments: |  |  |
| Measure dry ingredients  Comments: |  |  |
| Measure liquid ingredients  Comments: |  |  |
| Measure weight  Comments: |  |  |
| Temperature in Fahrenheit or Celsius  Comments: |  |  |

**Functional Academics Skilsl Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Functional Math – Statistics and Probability** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Read/compare data – bar graph, pictograph, tally chart, tables  Comments: |  |  |
| Range, mode, median, mean (minimum-maximum)  Comments: |  |  |
| Interpret/construct bar graph, tally chart, pictograph, tables  Comments: |  |  |
| Predict outcomes before experiment  Comments: |  |  |
| Record data from experiment  Comments: |  |  |
| Write number sentences to represent a story problem  Comments: |  |  |
| Analyze results from experiment  Comments: |  |  |
| Ask questions to clarify problem  Comments: |  |  |

**Functional Academics Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Functional Math – Geometry** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Match shapes  Comments: |  |  |
| Recognize/identify shapes (square, circle, triangle, rectangle)  Comments: |  |  |
| Recognize shapes in environment  Comments: |  |  |
| Describe attributes of shapes  Comments: |  |  |
| Construct 2 and/or 3 dimensional figures given models  Comments: |  |  |
| Compare/contrast plane/solid geo shapes (circle/sphere, square/cube, triangle/pyramid, rectangle/rectangular prism)  Comments: |  |  |
| Recognize shape from all viewpoints  Comments: |  |  |
| Recognize/identify quadrilateral, trapezoid, hexagon, pentagon  Comments: |  |  |

### Educational Resources: Functional Academics Domain

# DOMAIN: Self Care and Independent Living

**Summary of Domain:** Skills related to toileting, eating, dressing, hygiene and grooming. Includes skills related to functioning within a home, maintenance of one’s health, and purchasing or obtaining goods and services.

**Sub-Domains:**

**Eating and Food Preparation**

General Knowledge

Preparation

Eating

Clean-Up

**Toileting**

General Knowledge

Manage Clothing

Hygiene

**Housekeeping**

General Knowledge

Housekeeping Skills

**DOMAIN: Self Care, Independent Living**

**Sub-Domains:**

**Health and Safety**

Personal – Safety

Emergency Information

Safety in Home/Community

First Aid/Medical – General Knowledge

**Grooming/Dressing and Appearance**

Grooming/Hygiene

General Knowledge

Brush Teeth

Hair Care

Washing

Manicure

Manners

Dressing

General Knowledge

Undress

Dress

**DOMAIN: Self Care and Independent Living**

**Sub-Domains:**

**Shopping and Banking**

Shopping

General Knowledge

Making a List

Shopping

Checkout

Stocking Home Shelves

Vending Machine/Phone Orders

Banking

General Knowledge

Pre-Banking Skills

Banking Skills

**Human Sexuality**

Body Awareness

Puberty

Abuse Prevention

Relationships

Health

DOMAIN: Self-Care and Independent Living

## SUB DOMAIN: Eating and Food Preparation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Eating and Food Preparation** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking, and Listening  1.1, 1.4, 1.6  Mathematics  2.1  Environment & Ecology  4.3  Health, Safety and Physical Education  10.1, 10.2  Family and Consumer Sciences  11.3 | **Eating and Food Preparation - General Knowledge** | | | | |
| * Indicate food choices-verbal, gestural, visual | * Indicate food choices-verbal, gestural, visual * Walk through cafeteria line with tray * Match foods to basic food groups * Identify common kitchen utensils * Identify common foods for breakfast, lunch and dinner * Identify food groups’ place on food pyramid | * Indicate food choices-verbal, gestural, visual * Walk through cafeteria line with tray * Match foods to basic food groups * Identify common kitchen utensils * Identify common foods for breakfast, lunch and dinner * Identify food groups’ place on food pyramid | * Indicate food choices-verbal, gestural, visual * Walk through cafeteria line with tray * Match foods to basic food groups * Identify common kitchen utensils * Identify common foods for breakfast, lunch and dinner * Identify food groups’ place on food pyramid * Identify food for refrigerator and freezer * Write ingredient list * Plan well-balanced breakfast or lunch | * Indicate food choices-verbal, gestural, visual * Walk through cafeteria line with tray * Match foods to basic food groups * Identify common kitchen utensils * Identify common foods for breakfast, lunch and dinner * Identify food group’s place on food pyramid * Identify food for refrigerator and freezer * Write ingredient list * Plan well-balanced breakfast or lunch * Write shopping list of ingredients not available |

DOMAIN: Self-Care and Independent Living

**SUB DOMAIN: Eating and Food Preparation (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Eating and Food Preparation** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking, and Listening  1.1, 1.4, 1.6  Mathematics  2.1  Environment & Ecology  4.3  Health, Safety and Physical Education  10.1, 10.2  Family and Consumer Sciences  11.3 | **Eating and Food Preparation - Preparation** | | | | |
| * Wash hands | * Wash hands * Collect all needed items for lunch (utensil, napkin, straw, food, milk, etc) * Arrange food items on tray * Carry cafeteria tray to table * Prepare a simple snack * Set table | * Wash hands * Collect all needed items for lunch (utensil, napkin, straw, food, milk, etc) * Carry cafeteria tray to table * Prepare a snack * Set table * Arrange food items on tray * Use knife for spreading * Pour liquids * Serve self * Use small appliances * Prepare cold food meals (cereal, sandwich) * Read simple picture/written recipes * Measure ingredients * Open packages and containers | * Wash hands * Collect all needed items for lunch (utensil, napkin, straw, food, milk, etc) * Carry cafeteria tray to table * Prepare a snack * Set table * Arrange food items on tray * Use knife for spreading * Pour liquids * Serve self * Use small appliances * Prepare cold food meals (cereal, sandwich) * Read simple picture/written recipes * Measure ingredients * Open packages and containers * Use knife for cutting * Set timer * Use a can opener * Turn on burners/stove * Set oven temperature * Prepare a simple meal | * Wash hands * Collect all needed items for lunch (utensil, napkin, straw, food, milk, etc) * Carry cafeteria tray to table * Prepare a snack * Set table * Arrange food items on tray * Use knife for spreading * Pour liquids * Serve self * Use small appliances * Prepare cold food meals (cereal, sandwich) * Read simple picture/written recipes * Measure ingredients * Open packages and containers * Use knife for cutting * Set timer * Use a can opener * Turn on burners/stove * Set oven temperature * Prepare a simple meal * Use all appliances |

DOMAIN: Self-Care and Independent Living

**SUB DOMAIN: Eating and Food Preparation (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Eating and Food Preparation** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking, and Listening  1.1, 1.4, 1.6  Mathematics  2.1  Environment & Ecology  4.3  Health, Safety and Physical Education  10.1, 10.2  Family and Consumer Sciences  11.3 | **Eating and Food Preparation - Eating** | | | | |
| * Feed self-finger food * Feed self using spoon or fork * Drink using sipper cup or straw or open cup * Stay seated for eating * Accept a variety of foods | * Feed self-finger food * Feed self using spoon or fork * Drink using sipper cup or straw or open cup * Stay seated for eating * Accept a variety of foods * Pouring liquids * Display acceptable table manners * Use napkin * Try a variety of foods * Pace eating * Open/pour liquids | * Feed self-finger food * Feed self using spoon or fork * Drink using sipper cup or straw or open cup * Stay seated for eating * Accept a variety of foods * Pouring liquids * Display acceptable table manners * Use napkin * Try a variety of foods * Pace eating * Open/pour liquids * Request items * Pass items * Chew with mouth closed * Serve food | * Feed self-finger food * Feed self using spoon or fork * Drink using sipper cup or straw or open cup * Stay seated for eating * Accept a variety of foods * Pouring liquids * Display acceptable table manners * Use napkin * Try a variety of foods * Pace eating * Open/pour liquids * Request items * Pass items * Chew with mouth closed * Serve food | * Feed self-finger food * Feed self using spoon or fork * Drink using sipper cup or straw or open cup * Stay seated for eating * Accept a variety of foods * Pour liquids * Display acceptable table manners * Use napkin * Try a variety of foods * Pace eating * Open/pour liquids * Request items * Pass items * Chew with mouth closed * Serve food |

DOMAIN: Self-Care and Independent Living

**SUB DOMAIN: Eating and Food Preparation (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Eating and Food Preparation** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking, and Listening  1.1, 1.4, 1.6  Mathematics  2.1  Environment & Ecology  4.3  Health, Safety and Physical Education  10.1, 10.2  Family and Consumer Sciences  11.3 | **Eating and Food Preparation - Clean Up** | | | | |
| * Throw trash away. * Clean up after snack * Clear own table items * Place dirty dishes in sink/bin | * Throw trash away. * Clean up after snack * Clear own table items * Place dirty dishes in sink/bin * Place items in dishwasher * Dry dishes | * Throw trash away. * Clean up after snack * Clear own table items * Place dirty dishes in sink/bin * Place items in dishwasher * Dry dishes * Hand wash dishes * Put dishes away * Clear table * Bus tables * Dispose of garbage * Wipe tables | * Throw trash away. * Clean up after snack * Clear own table items * Place dirty dishes in sink/bin * Place items in dishwasher * Dry dishes * Hand wash dishes * Put dishes away * Clear table * Bus tables * Dispose of garbage * Wipe tables * Wash dishes/use a dishwasher * Clean sink and counters * Take care of leftovers * Clean refrigerator * Take garbage out of can, tie bag and dispose of garbage appropriately | * Throw trash away. * Clean up after snack * Clear own table items * Place dirty dishes in sink/bin * Place items in dishwasher * Dry dishes * Hand wash dishes * Put dishes away * Clear table * Bus tables * Dispose of garbage * Wipe tables * Wash dishes/use a dishwasher * Clean sink and counters * Take care of leftovers * Clean refrigerator * Take garbage out of can, tie bag and dispose of garbage appropriately |

DOMAIN: Self-Care and Independent Living

## SUB DOMAIN: Toileting

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Toileting** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Listening and Speaking  1.1  Health, Safety and Physical Education  10.1, 10.2, 10.5 | **Toileting - General Knowledge** | | | | |
| * Identify objects / vocabulary related to toileting process * Identify / demonstrate function of objects related to toileting process * Complies with being diapered * Assist with diapering, (lifting, turning) * Indicate need for toilet / requests toilet * Stay seated on toilet * Voids on toilet * Participate in use of toilet paper * Flush toilet after use * Time trained (responds to routine times and usually does not go to toilet between these times) | * Identify objects / vocabulary related to toileting process * Identify / demonstrate function of objects related to toileting process * Comply while being diapered * Assist with diapering, (lifting, turning) * Indicate need for toilet / requests toilet * Stay seated on toilet * Voids on toilet * Participate in use of toilet paper * Flush toilet after use * Time trained (responds to routine times and usually does not go to toilet between these times) * Locateappropriate toilet * Use public and private toilet | * Identify objects / vocabulary related to toileting process * Identify / demonstrate function of objects related to toileting process * Comply while being diapered * Assist with diapering, (lifting, turning) * Indicate need for toilet / requests toilet * Stay seated on toilet * Voids on toilet * Participate in use of toilet paper * Flush toilet after use * Time trained (responds to routine times and usually does not go to toilet between these times) * Locate appropriate toilet * Use public and private toilet * Take care of all toileting needs * Initiate using the restroom based on need | * Identify objects / vocabulary related to toileting process * Identify / demonstrate function of objects related to toileting process * Comply while being diapered * Assist with diapering, (lifting, turning) * Indicate need for toilet / requests toilet * Stay seated on toilet * Voids on toilet * Participate in use of toilet paper * Flush toilet after use * Time trained (responds to routine times and usually does not go to toilet between these times) * Locate appropriate toilet * Use public and private toilet * Take care of all toileting needs * Initiate using the restroom based on need | * Identify objects / vocabulary related to toileting process * Identify / demonstrate function of objects related to toileting process * Comply while being diapered * Assist with diapering, (lifting, turning) * Indicate need for toilet / requests toilet * Stay seated on toilet * Voids on toilet * Participate in use of toilet paper * Flush toilet after use * Time trained (responds to routine times and usually does not go to toilet between these times) * Locate appropriate toilet * Use public and private toilet * Take care of all toileting needs * Initiate using the restroom based on need |

DOMAIN: Self-Care and Independent Living

**SUB DOMAIN: Toileting (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Toileting** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Listening and Speaking  1.1  Health, Safety and Physical Education  10.1, 10.2, 10.5 | **Toileting - Manage Clothing** | | | | |
| * Identify objects/vocabulary related to managing clothing process * Pull pants up/down * Adjust clothing with assistance | * Identify objects/vocabulary related to managing clothing process * Pull pants up/down * Adjust clothing with assistance * Button/snap/zip pants | * Identify objects/vocabulary related to managing clothing process * Pull pants up/down * Adjust clothing with assistance/independently * Button/snap/zip pants | * Identify objects/vocabulary related to managing clothing process * Pull pants up/down * Adjust clothing with assistance/independently * Button/snap/zip pants | * Identify objects/vocabulary related to managing clothing process * Pull pants up/down * Adjust clothing with assistance/independently * Button/snap/zip pants |

DOMAIN: Self-Care and Independent Living

**SUB DOMAIN: Toileting (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Toileting** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Listening and Speaking  1.1  Health, Safety and Physical Education  10.1, 10.2, 10.5 | **Toileting - Hygiene** | | | | |
| * Identify objects/vocabulary related to hygiene process * Identify/demonstrate function of objects related to hygiene process * Tolerate washing hands with assistance * Tolerate drying hands with assistance | * Identify objects/vocabulary related to hygiene process * Identify/demonstrate function of objects related to hygiene process * Tolerate washing hands with assistance * Tolerate drying hands with assistance * Initiate washing /drying hands | * Identify objects/vocabulary related to hygiene process * Identify/demonstrate function of objects related to hygiene process * Tolerate washing hands with assistance * Tolerate drying hands with assistance * Initiate washing /drying hands * Manage menstrual cycle (girls): * Indicate need for sanitary pad * Remove pad and disposes in garbage * Put on fresh pad | * Identify objects/vocabulary related to hygiene process * Identify/demonstrate function of objects related to hygiene process * Tolerate washing hands with assistance * Tolerate drying hands with assistance * Initiate washing /drying hands * Manage menstrual cycle (girls): * Indicate need for sanitary pad * Remove pad and disposes in garbage * Put on fresh pad | * Identify objects/vocabulary related to hygiene process * Identify/demonstrate function of objects related to hygiene process * Tolerate washing hands with assistance * Tolerate drying hands with assistance * Initiate washing /drying hands * Manage menstrual cycle (girls): * Indicate need for sanitary pad * Remove pad and disposes in garbage * Put on fresh pad |

DOMAIN: Self-Care and Independent Living

## SUB DOMAIN: Housekeeping

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Housekeeping Skills** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking, and Listening  1.1  Mathematics  2.9  Science and Technology  3.7  Environment and Ecology  4.8, 4.9 | **Housekeeping - General Knowledge** | | | | |
| * Possess basic imitation skills * Follow single step directions * Possess basic matching skills | * Possess basic imitation skills * Follow single step directions * Possess basic matching skills | * Possess basic imitation skills * Follow single step directions * Possess basic matching skills | * Possess basic imitation skills * Follow single step directions * Possess basic matching skills | * Possess basic imitation skills * Follow single step directions * Possess basic matching skills |

DOMAIN: Self-Care and Independent Living

**SUB DOMAIN: Housekeeping (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Housekeeping Skills** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking, and Listening  1.1  Mathematics  2.9  Science and Technology  3.7  Environment and Ecology  4.8, 4.9 | **Housekeeping - Housekeeping Skills** | | | | |
| * Pick up toys * Tidy room * Sweep * Wipe table * Set up table * Classroom jobs * Water plants * Put communication book away * Care for personal belongings | * Pick up toys * Tidy room * Sweep * Wipe table * Set up table * Classroom jobs * Water plants * Put communication book away * Care for personal belongings * Dust * Make bed * Fold clothes and put them away * Vacuum * Change bedding * Use washer * Use dryer * Sort clothes * Take out trash * Rake * Pull weeds * Load and unload dishwasher * Put dishes away * Learn to use equipment safely and responsibly * Recycle | * Pick up toys * Tidy room * Sweep * Wipe table * Set up table * Classroom jobs * Water plants * Put communication book away * Care for personal belongings * Dust * Make bed * Fold clothes and put them away * Vacuum * Change bedding * Use washer * Use dryer * Sort clothes * Take out trash * Rake * Pull weeds * Load and unload dishwasher * Put dishes away * Learn to use equipment safely and responsibly * Recycle * Mop * Clean bathroom * Wash windows and mirrors * Clean up trash | * Pick up toys * Tidy room * Sweep * Wipe table * Set up table * Classroom jobs * Water plants * Put communication book away * Care for personal belongings * Dust * Make bed * Fold clothes and put them away * Vacuum * Change bedding * Use washer * Use dryer * Sort clothes * Take out trash * Rake * Pull weeds * Load and unload dishwasher * Put dishes away * Learn to use equipment safely and responsibly * Recycle * Mop * Clean bathroom * Wash windows and mirrors * Clean up trash | * Pick up toys * Tidy room * Sweep * Wipe table * Set up table * Classroom jobs * Water plants * Put communication book away * Care for personal belongings * Dust * Make bed * Fold clothes and put them away * Vacuum * Change bedding * Use washer * Use dryer * Sort clothes * Take out trash * Rake * Pull weeds * Load and unload dishwasher * Put dishes away * Learn to use equipment safely and responsibly * Recycle * Mop * Clean bathroom * Wash windows and mirrors * Clean up trash |

DOMAIN: Self-Care and Independent Living

## SUB DOMAIN: Health and Safety

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Health and Safety** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking, and Listening  1.1  Environment and Ecology  4.3  Health, Safety and Physical Education  10.1, 10.2, 10.3 | **Health and Safety - Personal - Safety** | | | | |
| * Identify vocabulary identified with personal safety * Request help * a in close proximity * Demonstrate understanding of strangers * Tolerate being secured in vehicle | * Identify vocabulary identified with personal safety * Request help * Tolerate adult in close proximity * Demonstrate understanding of strangers * Tolerate being secured in vehicle | * Identify vocabulary identified with personal safety * Request help * Tolerate adult in close proximity * Demonstrate understanding of strangers * Tolerate being secured in vehicle * Fasten seat belt and leave it on in vehicle | * Identify vocabulary identified with personal safety * Request help * Tolerate adult in close proximity * Demonstrate understanding of strangers * Tolerate being secured in vehicle * Fasten seat belt and leave it on in vehicle | * Identify vocabulary identified with personal safety * Request help * Tolerate adult in close proximity * Demonstrate understanding of strangers * Tolerate being secured in vehicle * Fasten seat belt and leave it on in vehicle |

DOMAIN: Self-Care and Independent Living

**SUB DOMAIN: Health and Safety (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Health and Safety** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking, and Listening  1.1  Environment and Ecology  4.3  Health, Safety and Physical Education  10.1, 10.2, 10.3 | **Health and Safety - Emergency Information** | | | | |
| * Identify Personal Information (name) * Request help * Understand roles of community helpers/health care providers * Introduce basic safety signs and traffic signals | * Identify personal information (name) * Request help * Understand roles of community helpers/health care providers * Introduce basic safety signs and traffic signals * Identify personal information (name, address, phone number) * Dial 911 | * Identify personal information (Name) * Request help * Understand roles of community helpers/health care providers * Introduce basic safety signs and traffic signals * Identify personal information (name, address, phone number) * Dial 911 * Identify and communicate name, address, phone number * Carry ID card * Demonstrate understanding of basic safety signs and traffic signals (i.e., crossing streets) | * Identify personal information (Name) * Request help * Understand roles of community helpers/health care providers * Introduce basic safety signs and traffic signals * Identify personal information (name, address, phone number) * Dial 911 * Identify and communicate name, address, phone number * Carry and use ID card * Demonstrate understanding of basic safety signs and traffic signals (i.e., crossing streets) * Identify and communicate name, address, phone number, parent/caregiver names | * Identify personal information (Name) * Request help * Understand roles of community helpers/health care providers * Introduce basic safety signs and traffic signals * Identify personal information (name, address, phone number) * Dial 911 * Identify and communicate name, address, phone number * Carry and use ID card * Demonstrate understanding of basic safety signs and traffic signals (i.e., crossing streets) * Identify and communicate name, address, phone number, parent/caregiver names |

DOMAIN: Self-Care and Independent Living

**SUB DOMAIN: Health and Safety (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Health and Safety** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking, and Listening  1.1  Environment and Ecology  4.3  Health, Safety and Physical Education  10.1, 10.2, 10.3 | **Health and Safety - Safety In Home/Community** | | | | |
| * Follow safety rules at home/community * Respond appropriately to fire alarm * Exit for fire/fire alarm * Identify helpful and harmful substances * Aware of hazardous situations (playground equip, wagons, bikes, etc.) | * Follow safety rules at home/community * Respond appropriately to fire alarm * Exit for fire/fire alarm * Identify helpful and harmful substances * Aware of hazardous situations (playground equip, wagons, bikes, etc.) * Distinguish between helpful and harmful substances * Recognize emergencies and respond appropriately (ask for help, dials 911) * Demonstrate understanding of basic safety signs and traffic signals | * Follow safety rules at home/community * Respond appropriately to fire alarm * Exit for fire/fire alarm * Identify helpful and harmful substances * Aware of hazardous situations (playground equip, wagons, bikes, etc.) * Distinguish between helpful and harmful substances * Recognize emergencies and respond appropriately (ask for help, dials 911) * Demonstrate understanding of basic safety signs and traffic signals * Identify hazardous situations | * Follow safety rules at home/community * Respond appropriately to fire alarm * Exit for fire/fire alarm * Identify helpful and harmful substances * Aware of hazardous situations (playground equip, wagons, bikes, etc.) * Distinguish between helpful and harmful substances * Recognize emergencies and responds appropriately (ask for help, dials 911) * Demonstrate understanding of basic safety signs and traffic signals * Identify hazardous situations * Avoid/respond appropriately to hazardous situations | * Follow safety rules at home/community * Respond appropriately to fire alarm * Exit for fire/fire alarm * Identify helpful and harmful substances * Aware of hazardous situations (playground equip, wagons, bikes, etc.) * Distinguish between helpful and harmful substances * Recognize emergencies and responds appropriately (ask for help, dials 911) * Demonstrate understanding of basic safety signs and traffic signals * Identify hazardous situations * Avoid/respond appropriately to hazardous situations |

DOMAIN: Self-Care and Independent Living

**SUB DOMAIN: Health and Safety (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Health and Safety** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking, and Listening  1.1  Environment and Ecology  4.3  Health, Safety and Physical Education  10.1, 10.2, 10.3 | **Health and Safety - First Aid/Medical General Knowledge** | | | | |
| * Identify vocabulary identified with first aid/medical * Take medication from caregiver/medical personnel | * Identify vocabulary identified with first aid/medical * Take medication from caregiver/medical personnel * Cooperate with parents and healthcare providers in the treatment and management of health needs/equipment | * Identify vocabulary identified with first aid/medical * Take medication from caregiver/medical personnel * Cooperate with parents and healthcare providers in the treatment and management of health needs/equipment * Participate in management of health needs/equipment * Self care for minor injuries | * Identify vocabulary identified with first aid/medical * Take medication from caregiver/medical personnel * Cooperate with parents and healthcare providers in the treatment and management of health needs/equipment * Participate in management of health needs/equipment * Self care for minor injuries * Perform minor first aid | * Identify vocabulary identified with first aid/medical * Take medication from caregiver/medical personnel * Cooperate with parents and healthcare providers in the treatment and management of health needs/equipment * Participate in management of health needs/equipment * Self care for minor injuries * Perform minor first aid |

DOMAIN: Self-Care and Independent Living

## SUB DOMAIN: Grooming/Dressing and Appearance

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Grooming/Dressing and Appearance** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking and Listening  1.1  Science and Technology  3.3  Health, Safety and Physical Education  10.1, 10.2, 10.5  Social and Emotional Development  (Early Childhood)  25.4 | **Grooming/Dressing and Appearance - Grooming/Hygiene** | | | | |
| **General Knowledge** | | | | |
| * Identify objects/vocabulary related to grooming/hygiene process * Identify/demonstrate function of objects related to grooming/hygiene process | * Identify objects/vocabulary related to grooming/hygiene process * Identify/demonstrate function of objects related to grooming/hygiene process | * Identify objects/vocabulary related to grooming/hygiene process * Identify/demonstrate function of objects related to grooming/hygiene process | * Identify objects/vocabulary related to grooming/hygiene process * Identify/demonstrate function of objects related to grooming/hygiene process | * Identify objects/vocabulary related to grooming/hygiene process * Identify/demonstrate function of objects related to grooming/hygiene process |
| **Brush Teeth** | | | | |
| * Open and apply toothpaste on toothbrush. * Brush top/bottom front/back * Rinse with water | * Open and apply toothpaste on toothbrush. * Brush top/bottom front/back * Rinse with water | * Open and apply toothpaste on toothbrush. * Brush top/bottom front/back * Rinse with water | * Open and apply toothpaste on toothbrush. * Brush top/bottom front/back * Rinse with water | * Open and apply toothpaste on toothbrush. * Brush top/bottom front/back * Rinse with water |
| **Hair Care** | | | | |
| * Tolerates hair care * Brush/comb hair | * Tolerates hair care * Brush/comb hair | * Tolerates hair care * Brush/comb hair | * Tolerates hair care * Brush/comb hair | * Tolerates hair care * Brush/comb hair |
| **Washing** | | | | |
| * Tolerate hands/face being washed/dried * Wash/dry hands/face | * Tolerate hands/face being washed/dried * Wash/dry /dries hands/face | * Tolerate hands/face being washed/dried * Wash/dry hands/face | * Tolerate hands/face being washed/dried * Wash/dry hands/face | * Tolerate hands/face being washed/dried * Wash/dry hands/face |
| **Manicure** | | | | |
| * Tolerate nail care with clipping/cleaning brush | * Tolerate nail care with clipping/cleaning brush * Use brush to clean nails | * Tolerate nail care with clipping/cleaning brush * Use brush to clean nails * Care for nails-files nails, Clip nails on both hands, cut toe nails | * Tolerate nail care with clipping/cleaning brush * Use brush to clean nails * Care for nails-files nails, Clip nails on both hands, cut toe nails | * Tolerate nail care with clipping/cleaning brush * Use brush to clean nails * Care for nails-files nails, Clip nails on both hands, cut toe nails |

DOMAIN: Self-Care and Independent Living

**SUB DOMAIN: Grooming/Dressing and Appearance (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Grooming/Dressing and Appearance** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
|  | **Grooming/Dressing and Appearance - Grooming/Hygiene (continued)** | | | | |
| Reading, Writing, Speaking and Listening  1.1  Science and Technology  3.3  Health, Safety and Physical Education  10.1, 10.2, 10.5  Social and Emotional Development  (Early Childhood)  25.4 | **Manners** | | | | |
| * Cover mouth when sneezing/coughing * Request a tissue to wipe nose * Attempt to blow nose when requested * Wipe nose with tissue | * Cover mouth when sneezing/coughing * Request a tissue to wipe nose * Attempt to blow nose when requested * Wipe nose with tissue | * Cover mouth when sneezing/coughing * Request a tissue to wipe nose * Attempt to blow nose when requested * Wipe nose with tissue * Use deodorant | * Cover mouth when sneezing/coughing * Request a tissue to wipe nose * Attempt to blow nose when requested * Wipe nose with tissue * Use deodorant * Shave beard * Shave legs/underarm | * Cover mouth when sneezing/coughing * Request a tissue to wipe nose * Attempt to blow nose when requested * Wipe nose with tissue * Use deodorant * Shave beard * Shave legs/underarm |

DOMAIN: Self-Care and Independent Living

**SUB DOMAIN: Grooming/Dressing and Appearance (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Grooming/Dressing and Appearance** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking and Listening  1.1  Science and Technology  3.3  Health, Safety and Physical Education  10.1, 10.2, 10.5  Social and Emotional Development  (Early Childhood)  25.4 | **Grooming/Dressing and Appearance - Dressing** | | | | |
| **General Knowledge** | | | | |
| * Know what clothes are * Identify appropriate clothing based on weather * Identify various parts of the body and their locations for example arms, legs and hands * Identify objects/vocabulary related to dressing process * Identify/demonstrate function of objects related to dressing process | * Know what clothes are * Identify appropriate clothing based on weather * Identify various parts of the body and their locations for example arms, legs and hands * Identify objects/vocabulary related to dressing process * Identify/demonstrate function of objects related to dressing process | * Know what clothes are * Identify appropriate clothing based on weather * Identify various parts of the body and their locations for example arms, legs and hands * Identify objects/vocabulary related to dressing process * Identify/demonstrate function of objects related to dressing process | * Know what clothes are * Identify appropriate clothing based on weather * Identify various parts of the body and their locations for example arms, legs and hands * Identify objects/vocabulary related to dressing process * Identify/demonstrate function of objects related to dressing process | * Know what clothes are * Identify appropriate clothing based on weather * Identify various parts of the body and their locations for example arms, legs and hands * Identify objects/vocabulary related to dressing process * Identify/demonstrate function of objects related to dressing process |
| **Undress** | | | | |
| * Open buttons, zippers, snaps * Close buttons, separating zipper, snaps * Remove shoes * Remove socks * Remove pull down garments(shorts, pants, underwear) * Remove pull-over garment (t-shirt, sweater, sweatshirt) * Remove coat * Hang up jacket | * Open buttons, zippers, snaps * Close buttons, separating zipper, snaps * Remove shoes * Remove socks * Remove pull down garments(shorts, pants, underwear) * Remove pull-over garment (t-shirt, sweater, sweatshirt) * Remove coat * Hang up jacket | * Open buttons, zippers, snaps * Close buttons, separating zipper, snaps * Remove shoes * Remove socks * Remove pull down garments(shorts, pants, underwear) * Remove pull-over garment (t-shirt, sweater, sweatshirt) * Remove coat * Hang up jacket | * Open buttons, zippers, snaps * Close buttons, separating zipper, snaps * Remove shoes * Remove socks * Remove pull down garments(shorts, pants, underwear) * Remove pull-over garment (t-shirt, sweater, sweatshirt) * Remove coat * Hang up jacket | * Open buttons, zippers, snaps * Close buttons, separating zipper, snaps * Remove shoes * Remove socks * Remove pull down garments(shorts, pants, underwear) * Remove pull-over garment (t-shirt, sweater, sweatshirt) * Remove coat * Hang up jacket |

DOMAIN: Self-Care and Independent Living

**SUB DOMAIN: Grooming/Dressing and Appearance (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Grooming/Dressing and Appearance** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
|  | **Grooming/Dressing and Appearance –Dress (continued)** | | | | |
| Reading, Writing, Speaking and Listening  1.1  Science and Technology  3.3  Health, Safety and Physical Education  10.1, 10.2, 10.5  Social and Emotional Development  (Early Childhood)  25.4 | **Dress** | | | | |
| * Put on socks * Put on pull down garment * Put on shoe * Put on pull over garment * Put on coat | * Put on socks * Put on pull down garment * Put on shoe * Put on pull over garment * Put on coat * Dress in select items appropriate for various types of weather * Tie shoe | * Put on socks * Put on pull down garment * Put on shoe * Put on pull over garment * Put on coat * Dress in select items appropriate for various types of weather * Tie shoe | * Put on socks * Put on pull down garment * Put on shoe * Put on pull over garment * Put on coat * Dress in select items appropriate for various types of weather * Tie shoe | * Put on socks * Put on pull down garment * Put on shoe * Put on pull over garment * Put on coat * Dress in select items appropriate for various types of weather * Tie shoe |

DOMAIN: Self-Care and Independent Living

## SUB DOMAIN: Shopping and Banking

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Shopping and Banking** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking and Listening  1.1, 1.4  Mathematics  2.3, 2.5, 2.6  Science and Technology  3.7  Civics and Government  5.2  Economics  6.1, 6.2, 6.5  Health, Safety and Physical Education  10.1  Family and Consumer Science  11.1 | **Shopping and Banking - Shopping** | | | | |
| **General Knowledge** | | | | |
| * Identify shopping vocabulary * Indicate food choices | * Identify shopping vocabulary * Indicate food choices * Group food by categories * Identify purpose of a store | * Identify shopping vocabulary * Indicate food choices * Group food by categories * Identify purpose of a store * Identify departments in a store | * Identify shopping vocabulary * Indicate food choices * Group food by categories * Identify purpose of a store * Identify departments in a store * Locate a neighborhood store * Identify healthy and unhealthy food choices | * Identify shopping vocabulary * Indicate food choices * Group food by categories * Identify purpose of a store * Identify departments in a store * Locate a neighborhood store * Identify healthy and unhealthy food choices |
| **Making a List** | | | | |
| * Indicate food item choices | * Indicate food item choices * Help write out shopping list * Look for favorite foods/items and cut out coupons from paper | * Indicate food item choices * Help write out shopping list * Look for favorite foods/items and cut out coupons from paper | * Indicate food item choices * Help write out shopping list * Look for favorite foods/items and cut out coupons from paper * Consider sale items when making a grocery list | * Indicate food item choices * Help write out shopping list * Look for favorite foods/items and cut out coupons from paper * Consider sale items when making a grocery list |
| **Shopping** | | | | |
| * Accompany caregiver in public * Put items into a cart | * Accompany caregiver in public * Put items into a cart * Make choices of items * Follow a picture/written shopping list * Push a shopping cart/carry a basket * Locate items on a shelf | * Accompany caregiver in public * Put items into a cart * Make choices of items * Follow a picture/written shopping list * Push a shopping cart/carry a basket * Locate items on a shelf * Locate items in a specific aisle | * Accompany caregiver in public * Put items into a cart * Make choices of items * Follow a picture/written shopping list * Push a shopping cart/carry a basket * Locate items on a shelf * Locate items in a specific aisle * Locate items throughout the store | * Accompany caregiver in public * Put items into a cart * Make choices of items * Follow a picture/written shopping list * Push a shopping cart/carry a basket * Locate items on a shelf * Locate items in a specific aisle * Locate items throughout the store |

DOMAIN: Self-Care and Independent Living

**SUB DOMAIN: Shopping and Banking (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Shopping and Banking** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking and Listening  1.1, 1.4  Mathematics  2.3, 2.5, 2.6  Science and Technology  3.7  Civics and Government  5.2  Economics  6.1, 6.2, 6.5  Health, Safety and Physical Education  10.1  Family and Consumer Science  11.1 | **Shopping and Banking - Shopping** | | | | |
| **Checkout** | | | | |
| * Locate and stand in checkout line * Wait for turn in line * Get money out of purse/wallet * Put money in purse/wallet | * Locate and stand in checkout line * Wait for turn in line * Get money out of purse/wallet * Put money in purse/wallet * Scan items for self check-out. * Pay for items * Wait for change and receipt * Put items into a shopping bag. * Carry items to car/home | * Locate and stand in checkout line * Wait for turn in line. * Get money out of purse/wallet * Put money in purse/wallet * Scan items for self check-out. * Pay for items * Wait for change and receipt * Put items into a shopping bag. * Carry items to car/home * Utilize self check-out machine | * Locate and stand in checkout line * Wait for turn in line. * Get money out of purse/wallet * Put money in purse/wallet * Scan items for self check-out. * Pay for items * Wait for change and receipt * Put items into a shopping bag. * Carry items to car/home * Utilize self check-out machine | * Locate and stand in checkout line * Wait for turn in line * Get money out of purse/wallet * Put money in purse/wallet * Scan items for self check-out * Pay for items * Wait for change and receipt * Put items into a shopping bag * Carry items to car/home * Utilize self check-out machine |
| **Stocking Home Shelves** | | | | |
| * Assist putting groceries away | * Assist putting groceries away | * Assist putting groceries away * Put away dry goods * Put away refrigerated / freezer items | * Assist putting groceries away * Put away dry goods * Put away refrigerated /freezer items | * Assist putting groceries away * Put away dry goods * Put away refrigerated /freezer items |
| **Vending Machine/Phone Orders** | | | | |
|  | * Put dollar/coins into vending machine * Indicate choice on a vending machine | * Put dollar/coins into vending machine * Indicate choice on a vending machine * Use a phone (pay, residential, or cell) | * Put dollar/coins into vending machine * Indicate choice on a vending machine * Use a phone (pay, residential, or cell) * Look up numbers in a directory | * Put dollar/coins into vending machine * Indicate choice on a vending machine * Use a phone (pay, residential, or cell) * Look up numbers in a directory * Consider sale items when making purchase |

DOMAIN: Self-Care and Independent Living

**SUB DOMAIN: Shopping and Banking (continued)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Shopping and Banking** | School/Community | | | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | | Intermediate  (Ages 11-13) | | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking and Listening  1.1, 1.4  Mathematics  2.3, 2.5, 2.6  Science and Technology  3.7  Civics and Government  5.2  Economics  6.1, 6.2, 6.5  Health, Safety and Physical Education  10.1  Family and Consumer Science  11.1 | **Shopping and Banking - Banking** | | | | | | |
| **General Knowledge** | | | | | | |
| * Identify money from something else * Recognize name | | * Identify money from something else * Recognize name * Identify coins/bills and their value * Understand the purpose of a bank | | * Identify money from something else * Recognize name * Identify coins/bills and their value * Understand the purpose of a bank | * Identify money from something else * Recognize name * Identify coins/bills and their value * Understand the purpose of a bank | * Identify money from something else * Recognize name * Identify coins/bills and their value * Understand the purpose of a bank |
| **Pre-Banking Skills** | | | | | | |
| * Accompany caregiver in public * Respond to name when called * Stand in line and wait for turn | | * Accompany caregiver in public * Respond to name when called * Stand in line and wait for turn | | * Accompany caregiver in public * Respond to name when called * Stand in line and wait for turn | * Accompany caregiver in public * Respond to name when called * Stand in line and wait for turn | * Accompany caregiver in public * Respond to name when called * Stand in line and wait for turn |
| **Banking Skills** | | | | | | |
| * Give/receive coins/bills | | * Give/receive coins/bills * Put money into wallet/purse * Sign first and last name | | * Give/receive coins/bills * Put money into wallet/purse * Sign first and last name * Hand coins/bills to someone * Carry a wallet/purse containing ID and money | * Give/receive coins/bills * Put money into wallet/purse * Sign first and last name * Hand coins/bills to someone * Carry a wallet/purse containing ID and money * Present ID * Endorse a check * Fill out a check * Use an ATM machine to get money * Deposit money/check in a bank | * Give/receive coins/bills * Put money into wallet/purse * Sign first and last name * Hand coins/bills to someone * Carry a wallet/purse containing ID and money * Present ID * Endorse a check * Fill out a check * Use an ATM machine to get money * Deposit money/check in a bank * Record purchases in a check book * Balance a check book |

DOMAIN: Self-Care and Independent Living

## SUB DOMAIN: Human Sexuality

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Human Sexuality** | School/Community | | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking, and Listening  1.1, 1.6  Science and Technology  3.1  Health, Safety & Physical Education  10.1  Family and Consumer Sciences  11.2, 11.4  Social and Emotional Development  (Early Childhood)  25.1 | **Human Sexuality - Body Awareness** | | | | | |
| * Identify/name body parts * Develop awareness of boys vs. girls | | * Identify/name body parts * Develop awareness of boys vs. girls | * Identify/name body parts * Develop awareness of boys vs. girls * Develop awareness of boy vs. man/ girl vs. woman * Identify types of undergarments for each gender and location * Identify feelings and changing moods due to hormonal growth | * Identify/name body parts * Develop awareness of boys vs. girls * Develop awareness of boy vs. man/ girl vs. woman * Identify types of undergarments for each gender and location * Identify feelings and changing moods due to hormonal growth | * Identify/name body parts * Develop awareness of boys vs. girls * Develop awareness of boy vs. man/ girl vs. woman * Identify types of undergarments for each gender and location * Identify feelings and changing moods due to hormonal growth |

DOMAIN: Self-Care and Independent Living

**SUB DOMAIN: Human Sexuality (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Human Sexuality** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking and Listening  1.1, 1.4  Mathematics  2.3, 2.5, 2.6  Science and Technology  3.7  Civics and Government  5.2  Economics  6.1, 6.2, 6.5  Health, Safety and Physical Education  10.1  Family and Consumer Science  11.1 | **Human Sexuality - Puberty** | | | | |
| * Identify public and private places * Identify appropriate behavior for public and private places * Understand importance of maintaining/respecting privacy | * Identify public and private places * Identify appropriate behavior for public and private places * Understand importance of maintaining/respecting privacy * Understand one’s body will go through changes * Girls – Develop an understanding of menstruation * Girls – Understand what to do during menstruation * Boys- Develop an understanding of erections * Boys- Understand what to do during an erection * Develop an understanding of appropriate self touch * Identify appropriate times and locations to masturbate * Demonstrate knowledge of pregnancy and birth | * Identify public and private places * Identify appropriate behavior for public and private places * Understand importance of maintaining/respecting privacy * Understand one’s body will go through changes * Girls – Develop an understanding of menstruation * Girls – Understand what to do during menstruation * Boys- Develop an understanding of erections * Boys- Understand what to do during an erection * Develop an understanding of appropriate self touch * Identify appropriate times and locations to masturbate * Demonstrate knowledge of pregnancy and birth | * Identify public and private places * Identify appropriate behavior for public and private places * Understand importance of maintaining/respecting privacy * Understand one’s body will go through changes * Girls – Develop an understanding of menstruation * Girls – Understand what to do during menstruation * Boys- Develop an understanding of erections * Boys- Understand what to do during an erection * Develop an understanding of appropriate self touch * Identify appropriate times and locations to masturbate * Demonstrate knowledge of pregnancy and birth | * Identify public and private places * Identify appropriate behavior for public and private places * Understand importance of maintaining/respecting privacy * Understand one’s body will go through changes * Girls – Develop an understanding of menstruation * Girls – Understand what to do during menstruation * Boys- Develop an understanding of erections * Boys- Understand what to do during an erection * Develop an understanding of appropriate self touch * Identify appropriate times and locations to masturbate * Demonstrate knowledge of pregnancy and birth |

DOMAIN: Self-Care and Independent Living

**SUB DOMAIN: Human Sexuality (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Human Sexuality** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking and Listening  1.1, 1.4  Mathematics  2.3, 2.5, 2.6  Science and Technology  3.7  Civics and Government  5.2  Economics  6.1, 6.2, 6.5  Health, Safety and Physical Education  10.1  Family and Consumer Science  11.1 | **Human Sexuality - Abuse Prevention** | | | | |
| * Develop awareness of stranger vs. friend * Respect personal space/hands to self * Develop knowledge of appropriate touch | * Develop awareness of stranger vs. friend * Respect personal space/hands to self * Develop knowledge of appropriate touch | * Develop awareness of stranger vs. friend * Respect personal space/hands to self * Develop knowledge of appropriate touch * Recognize and avoid situations that can result in abuse * Identify appropriate adults to discuss feelings or problem situations | * Develop awareness of stranger vs. friend * Respect personal space/hands to self * Develop knowledge of appropriate touch * Recognize and avoid situations that can result in abuse * Identify appropriate adults to discuss feelings or problem situations | * Develop awareness of stranger vs. friend * Respect personal space/hands to self * Develop knowledge of appropriate touch * Recognize and avoid situations that can result in abuse * Identify appropriate adults to discuss feelings or problem situations |

DOMAIN: Self-Care and Independent Living

**SUB DOMAIN: Human Sexuality (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Human Sexuality** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking and Listening  1.1, 1.4  Mathematics  2.3, 2.5, 2.6  Science and Technology  3.7  Civics and Government  5.2  Economics  6.1, 6.2, 6.5  Health, Safety and Physical Education  10.1  Family and Consumer Science  11.1 | **Human Sexuality - Relationships** | | | | |
| * Identify appropriate ways to show affection * Develop understanding and demonstrate basic social skills   • Identify appropriate people to touch private parts | * Identify appropriate ways to show affection * Develop understanding and demonstrate basic social skills * Identify appropriate people to touch private parts * Identify types of relationships (friendships, familial, romantic) * Identify appropriate behaviors for each type of relationship | * Identify appropriate ways to show affection * Develop understanding and demonstrate basic social skills * Identify appropriate people to touch private parts * Identify types of relationships (friendships, familial, romantic) * Identify appropriate behaviors for each type of relationship | * Identify appropriate ways to show affection * Develop understanding and demonstrate basic social skills * Identify appropriate people to touch private parts * Identify types of relationships (friendships, familial, romantic) * Identify appropriate behaviors for each type of relationship | * Identify appropriate ways to show affection * Develop understanding and demonstrate basic social skills * Identify appropriate people to touch private parts * Identify types of relationships (friendships, familial, romantic) * Identify appropriate behaviors for each type of relationship |

DOMAIN: Self-Care and Independent Living

**SUB DOMAIN: Human Sexuality (continued)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Human Sexuality** | School/Community | | | | | | |
| Preschool  (Ages 3-5) | | Elementary  (Ages 6-10) | | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking and Listening  1.1, 1.4  Mathematics  2.3, 2.5, 2.6  Science and Technology  3.7  Civics and Government  5.2  Economics  6.1, 6.2, 6.5  Health, Safety and Physical Education  10.1  Family and Consumer Science  11.1 | **Human Sexuality - Health** | | | | | | |
| * Identify clean vs. dirty * Understand it is important to take care of one’s body * Demonstrate understanding of good hygiene and grooming * Identify ways to exercise * Participate in exercise activities * Identify nutritious vs. junk foods * Demonstrate knowledge of when and how long to sleep | * Identify clean vs. dirty * Understand it is important to take care of one’s body * Demonstrate understanding of good hygiene and grooming * Identify ways to exercise * Participate in exercise activities * Identify nutritious vs. junk foods * Demonstrate knowledge of when and how long to sleep * Demonstrate how to use hygienic products | | * Identify clean vs. dirty * Understand it is important to take care of one’s body * Demonstrate understanding of good hygiene and grooming * Identify ways to exercise * Participate in exercise activities * Identify nutritious vs. junk foods * Demonstrate knowledge of when and how long to sleep * Demonstrate how to use hygienic products * Identify where to purchase hygienic products | | * Identify clean vs. dirty * Understand it is important to take care of one’s body * Demonstrate understanding of good hygiene and grooming * Identify ways to exercise * Participate in exercise activities * Identify nutritious vs. junk foods * Demonstrate knowledge of when and how long to sleep * Demonstrate how to use hygienic products * Identify where to purchase hygienic products | * Identify clean vs. dirty * Understand it is important to take care of one’ body * Demonstrate understanding of good hygiene and grooming * Identify ways to exercise * Participate in exercise activities * Identify nutritious vs. junk foods * Demonstrate knowledge of when and how long to sleep * Demonstrate how to use hygienic products * Identify where to purchase hygienic products |

### Self-Care and Independent Living Skills Checklist

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Eating and Food Preparation – General Knowledge** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Indicate food choices-verbal, gestural, visual  Comments: |  |  |
| Walk through cafeteria line with tray  Comments: |  |  |
| Match foods to basic food groups  Comments: |  |  |
| Identify common kitchen utensils  Comments: |  |  |
| Identify common foods for breakfast, lunch and dinner  Comments: |  |  |
| Identify food group’s place on food pyramid  Comments: |  |  |
| Identify food for refrigerator and freezer  Comments: |  |  |
| Write ingredient list  Comments: |  |  |
| Plan well-balanced breakfast or lunch  Comments: |  |  |
| Write shopping list of ingredients not available  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Eating and Food Preparation - Preparation** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Wash hands  Comments: |  |  |
| Collect all needed items for lunch (utensil, napkin, straw, food, milk, etc.)  Comments: |  |  |
| Carry cafeteria tray to table  Comments: |  |  |
| Prepare a snack  Comments: |  |  |
| Set table  Comments: |  |  |
| Arrange food items on tray  Comments: |  |  |
| Use knife for spreading  Comments: |  |  |
| Pour liquids  Comments: |  |  |
| Serve self  Comments: |  |  |
| Use small appliances  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Eating and Food Preparation - Preparation (continued)** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Prepare cold food meals (cereal, sandwich)  Comments: |  |  |
| Read simple picture/written recipes  Comments: |  |  |
| Measure ingredients  Comments: |  |  |
| Open packages and containers  Comments: |  |  |
| Use knife for cutting  Comments: |  |  |
| Set timer  Comments: |  |  |
| Use a can opener  Comments: |  |  |
| Turn on burners/stove  Comments: |  |  |
| Set oven temperature  Comments: |  |  |
| Prepare a simple meal  Comments: |  |  |
| Use all appliances  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Eating and Food Preparation - Eating** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Feed self-finger food  Comments: |  |  |
| Feed self using spoon or fork  Comments: |  |  |
| Drink using sipper cup or straw or open cup  Comments: |  |  |
| Stay seated for eating  Comments: |  |  |
| Accept a variety of foods  Comments: |  |  |
| Feed self using spoon and fork  Comments: |  |  |
| Pour liquids  Comments: |  |  |
| Display acceptable table manners  Comments: |  |  |
| Use napkin  Comments: |  |  |
| Try a variety of foods  Comments: |  |  |
| Pace eating  Comments: |  |  |
| Open/pour liquids  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Eating and Food Preparation - Eating (continued)** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Request items  Comments: |  |  |
| Pass items  Comments: |  |  |
| Chew with mouth closed  Comments: |  |  |
| Serve food  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Eating and Food Preparation – Clean Up** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Throw trash away  Comments: |  |  |
| Clean up after snack  Comments: |  |  |
| Clear own table items  Comments: |  |  |
| Place dirty dishes in sink/bin  Comments: |  |  |
| Place items in dishwasher  Comments: |  |  |
| Hand wash dishes  Comments: |  |  |
| Dry dishes  Comments: |  |  |
| Put dishes away  Comments: |  |  |
| Clear table  Comments: |  |  |
| Bus tables  Comments: |  |  |
| Dispose of garbage  Comments: |  |  |
| Wipe tables  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Eating and Food Preparation - Clean Up (continued)** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Wash dishes/use a dishwasher  Comments: |  |  |
| Clean sink and counters  Comments: |  |  |
| Take care of leftovers  Comments: |  |  |
| Clean refrigerator  Comments: |  |  |
| Take garbage out of can, tie bag and dispose of garbage appropriately  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Toileting – General Knowledge** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Identify objects/vocabulary related to toileting process  Comments: |  |  |
| Identify/demonstrate function of objects related to toileting process  Comments: |  |  |
| Comply while being diapered  Comments: |  |  |
| Assist with diapering, (lifting, turning)  Comments: |  |  |
| Indicate need for toilet/requests toilet  Comments: |  |  |
| Stay seated on toilet  Comments: |  |  |
| Void on toilet  Comments: |  |  |
| Participate in use of toilet paper  Comments: |  |  |
| Flush toilet after use  Comments: |  |  |
| Time trained (responds to routine times and usually does not go to toilet between these times)  Comments: |  |  |
| Locate appropriate toilet  Comments: |  |  |
| Use public and private toilet  Comments: |  |  |
| Take care of all toileting needs  Comments: |  |  |
| Initiate using the restroom based on need  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Toileting – Manage Clothing** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Identify objects/vocabulary related to managing clothing process  Comments: |  |  |
| Pull pants up/down  Comments: |  |  |
| Adjust clothing with assistance/independently  Comments: |  |  |
| Button/snap/zip pants  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Toileting - Hygiene** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Identify objects/vocabulary related to hygiene process  Comments: |  |  |
| Identify/demonstrate function of objects related to hygiene process  Comments: |  |  |
| Tolerate washing hands with assistance  Comments: |  |  |
| Tolerate drying hands with assistance  Comments: |  |  |
| Initiating washing /drying hands  Comments: |  |  |
| Manage menstrual cycle (girls)  Comments: |  |  |
| Indicate need for sanitary pad  Comments: |  |  |
| Remove pad and disposes in garbage  Comments: |  |  |
| Put on fresh pad  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Housekeeping - General Knowledge** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Possess basic imitation skills  Comments: |  |  |
| Follow single step directions  Comments: |  |  |
| Possess basic matching skills  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Housekeeping - Housekeeping Skills** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Pick up toys  Comments: |  |  |
| Tidy room  Comments: |  |  |
| Sweep  Comments: |  |  |
| Wipe table  Comments: |  |  |
| Set up table  Comments: |  |  |
| Classroom jobs  Comments: |  |  |
| Water plants  Comments: |  |  |
| Put communication book away  Comments: |  |  |
| Care for personal belongings  Comments: |  |  |
| Dust  Comments: |  |  |
| Make bed  Comments: |  |  |
| Fold clothes and put them away  Comments: |  |  |
| Vacuum  Comments: |  |  |
| Change bedding  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Housekeeping - Housekeeping Skills (continued)** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Use washer  Comments: |  |  |
| Use dryer  Comments: |  |  |
| Sort clothes  Comments: |  |  |
| Take out trash  Comments: |  |  |
| Rake  Comments: |  |  |
| Pull weeds  Comments: |  |  |
| Load and unload dishwasher  Comments: |  |  |
| Put dishes away  Comments: |  |  |
| Learn to use equipment safely and responsibly  Comments: |  |  |
| Recycle  Comments: |  |  |
| Mop  Comments: |  |  |
| Clean bathroom  Comments: |  |  |
| Wash windows and mirrors  Comments: |  |  |
| Clean up trash  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Health and Safety - Personal Safety** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Identify vocabulary identified with personal safety  Comments: |  |  |
| Request help  Comments: |  |  |
| Tolerate adult in close proximity  Comments: |  |  |
| Demonstrate understanding of strangers  Comments: |  |  |
| Tolerate being secured in vehicle  Comments: |  |  |
| Fasten seat belt and leaves on in vehicle  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Health and Safety – Emergency Information** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Identify personal information (Name)  Comments: |  |  |
| Request help  Comments: |  |  |
| Understand roles of community helpers/health care providers  Comments: |  |  |
| Introduce basic safety signs and traffic signals  Comments: |  |  |
| Identify personal information (name, address, phone number)  Comments: |  |  |
| Dial 911  Comments: |  |  |
| Identify and communicate name, address, phone number  Comments: |  |  |
| Carry and use ID card  Comments: |  |  |
| Demonstrate understanding of basic safety signs and traffic signals (i.e., crossing streets)  Comments: |  |  |
| Identify and communicate name, address, phone number, parent/caregiver names  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Health and Safety - Safety In Home/Community** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Follow safety rules at home/community  Comments: |  |  |
| Respond appropriately to fire alarm  Comments: |  |  |
| Exit for fire/fire alarm  Comments: |  |  |
| Identify helpful and harmful substances  Comments: |  |  |
| Aware of hazardous situations (i.e., playground equip, wagons, bikes, etc.)  Comments: |  |  |
| Distinguish between helpful and harmful substances  Comments: |  |  |
| Recognize emergencies and responds appropriately (ask for help, dials 911)  Comments: |  |  |
| Demonstrate understanding of basic safety signs and traffic signals  Comments: |  |  |
| Identify hazardous situations  Comments: |  |  |
| Avoid/respond appropriately to hazardous situations  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Health and Safety - First Aid/Medical General Knowledge** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Identify vocabulary identified with first aid/medical  Comments: |  |  |
| Take medication from caregiver/medical personnel  Comments: |  |  |
| Cooperate with parents and healthcare providers in the treatment and management of health needs/equipment  Comments: |  |  |
| Participates in management of health needs/equipment  Comments: |  |  |
| Self care for minor injuries  Comments: |  |  |
| Perform minor first aid  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Grooming, Dressing, and Appearance – Grooming Hygiene – General Knowledge** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Identify objects/vocabulary related to grooming/hygiene process  Comments: |  |  |
| Identify/demonstrate function of objects related to grooming/hygiene process  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Grooming, Dressing, and Appearance – Grooming/Hygiene – Brush Teeth** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Open and apply toothpaste on toothbrush  Comments: |  |  |
| Brush top/bottom front/back  Comments: |  |  |
| Rinse with water  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Grooming, Dressing, and Appearance – Grooming/Hygiene – Hair Care** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Tolerate hair care  Comments: |  |  |
| Brush/comb hair  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Grooming, Dressing, and Appearance – Grooming/Hygiene - Washing** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Tolerate hands/face being washed/dried  Comments: |  |  |
| Wash/dry hands/face  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Grooming, Dressing, and Appearance – Grooming/Hygiene - Manicure** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Tolerate nail care with clipping/cleaning brush  Comments: |  |  |
| Use brush to clean nails  Comments: |  |  |
| Care for nails-files nails, Clips nails on both hands, cuts toe nails  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Grooming, Dressing, and Appearance – Grooming/Hygiene - Manners** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Cover mouth when sneezing/coughing  Comments: |  |  |
| Requests a tissue to wipe nose  Comments: |  |  |
| Attempt to blow nose when requested  Comments: |  |  |
| Wipe nose with tissue  Comments: |  |  |
| Use deodorant  Comments: |  |  |
| Shave beard  Comments: |  |  |
| Shave legs/underarm  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Grooming, Dressing, and Appearance - Dressing – General Knowledge** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Know what clothes are  Comments: |  |  |
| Identify appropriate clothing based on weather  Comments: |  |  |
| Identify various parts of the body and their locations for example arms, legs and hands  Comments: |  |  |
| Identify objects/vocabulary related to dressing process  Comments: |  |  |
| Identify/demonstrate function of objects related to dressing process  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Grooming, Dressing, and Appearance - Dressing - Undress** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Open buttons, zippers, snaps  Comments: |  |  |
| Close buttons, separating zipper, snaps  Comments: |  |  |
| Remove shoes  Comments: |  |  |
| Remove socks  Comments: |  |  |
| Remove pull down garments(shorts ,pants ,underwear)  Comments: |  |  |
| Remove pull-over garment (t-shirt, sweater, sweatshirt)  Comments: |  |  |
| Remove coat  Comments: |  |  |
| Hang up jacket  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Grooming, Dressing, and Appearance - Dressing - Dress** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Put on socks  Comments: |  |  |
| Put on / pull down garment  Comments: |  |  |
| Put on shoe  Comments: |  |  |
| Put on / pull over garment  Comments: |  |  |
| Put on coat  Comments: |  |  |
| Dress in select items appropriate for various types of weather  Comments: |  |  |
| Tie shoe  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Shopping and Banking – Shopping – General Knowledge** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Identify shopping vocabulary  Comments: |  |  |
| Indicate food choices  Comments: |  |  |
| Group food by categories  Comments: |  |  |
| Identify purpose of a store  Comments: |  |  |
| Identify departments in a store  Comments: |  |  |
| Locate a neighborhood store  Comments: |  |  |
| Identify healthy and unhealthy food choices  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Shopping and Banking – Shopping – Make a List** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Indicate food item choices  Comments: |  |  |
| Help write out shopping list  Comments: |  |  |
| Look for favorite foods/items and cut out coupons from paper  Comments: |  |  |
| Consider sale items when making a grocery list  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Shopping and Banking – Shopping - Shopping** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Accompany caregiver in public  Comments: |  |  |
| Put items into a cart  Comments: |  |  |
| Make choices of food items  Comments: |  |  |
| Follow a picture/written shopping list  Comments: |  |  |
| Push a shopping cart/carry a basket  Comments: |  |  |
| Locate items on a shelf  Comments: |  |  |
| Locate items in a specific aisle  Comments: |  |  |
| Locate items throughout the store  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Shopping and Banking – Shopping - Checkout** | | |
| **Checkout** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Locate and stand in checkout line  Comments: |  |  |
| Wait for turn in line  Comments: |  |  |
| Get money out of purse/wallet  Comments: |  |  |
| Put money in purse/wallet  Comments: |  |  |
| Scan items for self check-out  Comments: |  |  |
| Pay for items  Comments: |  |  |
| Wait for change and receipt  Comments: |  |  |
| Put items into a shopping bag  Comments: |  |  |
| Carry items to car/home  Comments: |  |  |
| Utilize self check-out machine  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Shopping and Banking – Shopping – Stocking Home Shelves** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Assist putting groceries away  Comments: |  |  |
| Put away dry goods  Comments: |  |  |
| Put away refrigerated/freezer items  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Shopping and Banking – Shopping - Vending Machine/Phone Orders** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Put dollar/coins into vending machine  Comments: |  |  |
| Indicate choice on a vending machine  Comments: |  |  |
| Use a phone (pay, residential, or cell)  Comments: |  |  |
| Look up numbers in a directory  Comments: |  |  |
| Consider sale items when making purchase  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Shopping and Banking – Banking – General Knowledge** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Identify money from something else  Comments: |  |  |
| Recognize name  Comments: |  |  |
| Identify coins/bills and their value  Comments: |  |  |
| Understand the purpose of a bank  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Shopping and Banking – Banking – Pre-Banking Skills** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Accompany caregiver in public  Comments: |  |  |
| Respond to name when called  Comments: |  |  |
| Stand in line and wait for turn  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Shopping and Banking – Banking – Banking Skills** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Give/receive coins/bills  Comments: |  |  |
| Put money into wallet/purse  Comments: |  |  |
| Sign first and last name  Comments: |  |  |
| Hand coins/bills to someone  Comments: |  |  |
| Carry a wallet/purse containing ID and money.  Comments: |  |  |
| Present ID  Comments: |  |  |
| Endorse a check  Comments: |  |  |
| Fill out a check  Comments: |  |  |
| Use an ATM machine to get money  Comments: |  |  |
| Deposit money/check in a bank  Comments: |  |  |
| Record purchases in a check book  Comments: |  |  |
| Balance a check book  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Human Sexuality - Body Awareness** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Identify/name body parts  Comments: |  |  |
| Develop awareness of boys vs. girls  Comments: |  |  |
| Develop awareness of boy vs. man/ girl vs. woman  Comments: |  |  |
| Identify types of undergarments for each gender and location  Comments: |  |  |
| Identify feelings and changing moods due to hormonal growth  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Human Sexuality - Puberty** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Identify public and private places  Comments: |  |  |
| Identify appropriate behavior for public and private places  Comments: |  |  |
| Understand importance of maintaining/ respecting privacy  Comments: |  |  |
| Understand one’s body will go through changes  Comments: |  |  |
| Girls – Develop an understanding of menstruation  Comments: |  |  |
| Girls – Understand what to do during menstruation  Comments: |  |  |
| Boys- Develop understanding of erections  Comments: |  |  |
| Boys - Understand what to do during an erection  Comments: |  |  |
| Develop an understanding of appropriate self touch  Comments: |  |  |
| Identify appropriate times and locations to masturbate  Comments: |  |  |
| Demonstrate knowledge of pregnancy and birth  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Human Sexuality – Abuse Prevention** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Develop awareness of stranger vs. friend  Comments: |  |  |
| Respect personal space/hands to self  Comments: |  |  |
| Develop knowledge of appropriate touch  Comments: |  |  |
| Recognize and avoid situations that can result in abuse  Comments: |  |  |
| Identify appropriate adults to discuss feelings or problem situations  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Human Sexuality - Relationships** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Identify appropriate ways to show affection  Comments: |  |  |
| Develop understanding and demonstrate basic social skills  Comments: |  |  |
| Identify appropriate people to touch private parts  Comments: |  |  |
| Identify types of relationships (friendships, familial, romantic)  Comments: |  |  |
| Identify appropriate behaviors for each type of relationship  Comments: |  |  |

**Self-Care and Independent Living Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Human Sexuality - Health** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Identify clean vs. dirty  Comments: |  |  |
| Understand it is important to take care of one’s body  Comments: |  |  |
| Demonstrate understanding of good hygiene and grooming  Comments: |  |  |
| Identify ways to exercise  Comments: |  |  |
| Participate in exercise activities  Comments: |  |  |
| Identify nutritious vs. junk foods  Comments: |  |  |
| Demonstrate knowledge of when and how long to sleep  Comments: |  |  |
| Demonstrate how to use hygienic products  Comments: |  |  |
| Identify where to purchase hygienic products  Comments: |  |  |

### Educational Resources: Functional Academics Domain

# DOMAIN: Recreation and Leisure

**Summary of Domain:** Skills related to pursuing hobbies, interests, sports activities, or other appropriate activities undertaken in free time. May include activities done alone or with others.

**Sub-Domains:**

**Individual/Group/Community Activities**

DOMAIN: Recreation and Leisure

## SUB DOMAIN: Individual/Group/Community Activities

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Individual/Group/ Community Activities** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking and Listening  1.1  Science and Technology  3.6  Arts and Humanities  9.1, 9.3  Health, Safety and Physical Education  10.4  Family and Consumer Sciences  11.1  Social and Emotional Development  (Early Childhood)  25.1, 25.4 | **Individual/Group/Community Activities** | | | | |
|  |  |  |  |  |
|  | | | | |
| * Look at age-appropriate books/magazines * Play with age-appropriate toys * Ride wheel toys/bike * Play age-appropriate games * Use outdoor play equipment * Use community park * Listen to age-appropriate music * Participate in age-appropriate arts & crafts/hobbies * Watch age-appropriate TV/Videos/movies * Participate in age-appropriate exercise * Make choices of leisure activities * Participate in beginning team sports | * Look at age-appropriate books/magazines * Play with age-appropriate toys * Ride wheel toys/bike * Play age-appropriate games * Use outdoor play equipment * Use community park * Listen to age-appropriate music * Participate in age-appropriate arts & crafts/hobbies * Watch age-appropriate TV/Videos/movies * Participate in age-appropriate exercise * Make choices of leisure activities * Participate in beginning team sports * Operate audio-visual equipment- * Use local library * Use phone to chat * Buy snack or shop for small items * Play musical instrument * Play computer games * Use vending machine * Participate in individual sports * Engage in leisure activities for a desired amount of time | * Look at age-appropriate books/magazines * Play with age-appropriate toys * Ride wheel toys/bike * Play age-appropriate games * Use outdoor play equipment * Use community park * Listen to age-appropriate music * Participate in age-appropriate arts & crafts/hobbies * Watch age-appropriate TV/Videos/movies * Participate in age-appropriate exercise * Make choices of leisure activities * Participate in beginning team sports * Operate audio-visual equipment * Use local library * Use phone to chat * Buy snack or shop for small items * Play musical instrument. * Play computer games * Use vending machine * Participate in individual sports * Engage in leisure activities for a desired amount of time | * Look at age-appropriate books/magazines * Play with age-appropriate toys * Ride wheel toys/bike * Play age-appropriate games * Use outdoor play equipment * Use community park * Listen to age-appropriate music * Participate in age-appropriate arts & crafts/hobbies * Watch age-appropriate TV/Videos/movies * Participate in age-appropriate exercise * Make choices of leisure activities * Participate in beginning team sports * Operate audio-visual equipment * Use local library * Use phone to chat * Buy snack or shop for small items * Play musical instrument * Play computer games * Use vending machine * Participate in individual sports * Engage in leisure activities for a desired amount of time | * Look at age-appropriate books/magazines * Play with age-appropriate toys * Ride wheel toys/bike * Play age-appropriate games * Use outdoor play equipment * Use community park * Listen to age-appropriate music * Participate in age-appropriate arts & crafts/hobbies * Watch age-appropriate TV/Videos/movies * Participate in age-appropriate exercise * Make choices of leisure activities * Participate in beginning team sports * Operate audio-visual equipment- * Use local library * Use phone to chat * Buy snack or shop for small items * Play musical instrument * Play computer games * Use vending machine * Participate in individual sports * Engage in leisure activities for a desired amount of time |

DOMAIN: Recreation and Leisure

**SUB DOMAIN: Individual/Group/Community Activities (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Individual/Group/ Community Activities** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Speaking and Listening  1.1  Science and Technology  3.6  Arts and Humanities  9.1, 9.3  Health, Safety and Physical Education  10.4  Family and Consumer Sciences  11.1  Social and Emotional Development  (Early Childhood)  25.1, 25.4 | **Individual/Group/Community Activities (continued)** | | | | |
|  | |  | |  |
|  | * Access internet w/ adult supervision | * Access internet with adult supervision * Use local arcade * Participate in window shopping * Shop independently for clothes/groceries, etc * Attend local sport/music events * Join clubs/organizations * Go to community amusement parks * Play musical instrument in group * Participate in seasonal sports * Shop with friends for clothes/groceries, etc. * Attend dances * Join clubs/organizations * Hang out with friends * Meet friends and maintain personal relationships | * Access internet with adult supervision * Use local arcade. * Participate in window shopping * Shop independently for clothes/groceries, etc. * Attend local sport/music events. * Join clubs/organizations * Go to community amusement parks * Play musical instrument in group * Participate in seasonal sports * Shop with friends for clothes/groceries, etc. * Attend dances * Join clubs/organizations * Hang out with friends * Meet friends and maintain personal relationships * Volunteer time | * Access internet with adult supervision * Use local arcade * Participate in window shopping * Shop independently for clothes/groceries, etc * Attend local sport/music events * Join clubs/organizations * Go to community amusement parks * Play musical instrument in group * Participate in seasonal sports * Shop with friends for clothes/groceries, etc. * Attend dances * Join clubs/organizations * Hang out with friends * Meet friends and maintain personal relationships * Volunteer time * Understand the elements of fair play and good sportsmanship respect the rights and opinions of others and respect for rules |

### Recreation and Leisure Skills Checklist

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Individual/Group/Community Activities** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Look at age-appropriate books/magazines  Comments: |  |  |
| Play with age-appropriate toys  Comments: |  |  |
| Ride bike  Comments: |  |  |
| Play age-appropriate games  Comments: |  |  |
| Use outdoor play equipment  Comments: |  |  |
| Use community park  Comments: |  |  |
| Listen to age-appropriate music  Comments: |  |  |
| Participate in age-appropriate arts & crafts/hobbies  Comments:' |  |  |
| Watch age-appropriate TV/Videos/movies  Comments: |  |  |
| Participate in age-appropriate exercise  Comments: |  |  |
| Make choices of leisure activities  Comments: |  |  |
| Participate in beginning team sports.  Comments: |  |  |

**Recreation and Leisure Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Individual/Group/Community Activities (continued)** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Operate audio-visual equipment  Comments: |  |  |
| Use local library  Comments: |  |  |
| Use phone to chat  Comments: |  |  |
| Buy snack or shop for small items  Comments: |  |  |
| Play musical instrument  Comments: |  |  |
| Play computer games  Comments: |  |  |
| Use vending machine  Comments: |  |  |
| Participate in individual sports  Comments: |  |  |
| Engage in leisure activities for a desired amount of time  Comments: |  |  |
| Access Internet w/ adult supervision  Comments: |  |  |
| Use local arcade  Comments: |  |  |
| Participate in window shopping  Comments: |  |  |
| Shop independently for clothes/groceries, etc  Comments: |  |  |

**Recreation and Leisure Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Individual/Group/Community Activities** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Attend local sport/music events  Comments: |  |  |
| Join clubs/organizations  Comments: |  |  |
| Go to community amusement parks  Comments: |  |  |
| Play musical instrument in group  Comments: |  |  |
| Participate in seasonal sports  Comments: |  |  |
| Shop with friends for clothes/groceries, etc.  Comments: |  |  |
| Attend dances  Comments: |  |  |
| Join clubs/organizations  Comments: |  |  |
| Hang out with friends  Comments: |  |  |
| Meet friends and maintain personal relationships  Comments: |  |  |
| Volunteer time  Comments: |  |  |
| Understand the elements of fair play and good sportsmanship respect the rights and opinions of others and respect for rules.  Comments: |  |  |

### Educational Resources: Recreation and Leisure Domain

# DOMAIN: Science

**Summary of Domain:** Skills related to understanding the world in which one lives.

**Sub-Domains:**

**Weather**

**Human Body**

**Environment**

**Energy**

**Space**

**Living Things/Plants**

**Living Things/Animals**

DOMAIN: Science

## SUB DOMAIN: Weather

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Weather** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Mathematics  2.3  Science and Technology  3.3, 3.5  Geography  7.4  Health, Safety and Physical Education  10.1 | **Weather** | | | | |
| * Recognize the 4 seasons * Name the 4 seasons * Examine daily weather conditions * Determine appropriate clothing according to temperature and weather | * Recognize the 4 seasons * Name the 4 seasons * Examine daily weather conditions * Determine appropriate clothing according to temperature and weather * Describe the effects of seasons on the environment * Identify pictures/terms associated with the weather * Observe, recognize and describe weather conditions * Identify and describe the 4 seasons * List the months associated with each season * Identify and describes different types of weather conditions and the effects on people and environment * Identify two types of temperature measures * Identify and describe types of storms * Identify and describe types of clouds * Read and interpret a thermometer | * Recognize the 4 seasons * Name the 4 seasons * Examine daily weather conditions * Determine appropriate clothing according to temperature and weather * Describe the effects of seasons on the environment * Identify pictures/ terms associated with the weather * Observe, recognize and describe weather conditions * Identify and describe the 4 seasons * List the months associated with each season * Identify and describes different types of weather conditions and the effects on people and environment * Identify two types of temperature measures * Identify and describe types of storms * Identify and describe types of clouds * Read and interpret a thermometer | * Recognize the 4 seasons * Name the 4 seasons * Examine daily weather conditions * Determine appropriate clothing according to temperature and weather * Describe the effects of seasons on the environment * Identify pictures/terms associated with the weather * Observe, recognize and describe weather conditions * Identify and describe the 4 seasons * List the months associated with each season * Identify and describes different types of weather conditions and the effects on people and environment * Identify two types of temperature measures * Identify and describe types of storms * Identify and describe types of clouds * Read and interpret a thermometer | * Recognize the 4 seasons * Name the 4 seasons * Examine daily weather conditions * Determine appropriate clothing according to temperature and weather * Describe the effects of seasons on the environment * Identify pictures/terms associated with the weather * Observe, recognize and describe weather conditions * Identify and describe the 4 seasons * List the months associated with each season * Identify and describes different types of weather conditions and the effects on people and environment * Identify two types of temperature measures * Identify and describe types of storms * Identify and describe types of clouds * Read and interpret a thermometer |

DOMAIN: Science

## SUB DOMAIN: Human Body

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Human Body** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Science and Technology  3.1  Family and Consumer Sciences  11.4  Health, Safety and Physical Education  10.1 | **Human Body** | | | | |
| * Identify the 5 senses * Recognize tastes * Recognize odors * Describe qualities about sounds * Describe characteristics of objects by touch and sight * Identify the 5 senses and match related body parts (i.e., ear, nose, tongue, skin, eyes) | * Identify the 5 senses * Recognize tastes * Recognize odors * Describe qualities about sounds * Describe characteristics of objects by touch and sight * Identify the 5 senses and match related body parts (i.e., ear, nose, tongue, skin, eyes) * Relate information about the major organs of the body * Determine the relationship between growth, nutrition, exercise and rest * Describe the structure and function of sensory body parts * Identify the major body systems * Recognize methods of transmission and prevention of diseases | * Identify the 5 senses * Recognize tastes * Recognize odors * Describe qualities about sounds * Describe characteristics of objects by touch and sight * Identify the 5 senses and match related body parts (i.e., ear, nose, tongue, skin, eyes) * Relate information about the major organs of the body * Determine the relationship between growth, nutrition, exercise and rest * Describe the structure and function of sensory body parts * Identify the major body systems * Recognize methods of transmission and prevention of diseases | * Identify the 5 senses * Recognize tastes * Recognize odors * Describe qualities about sounds * Describe characteristics of objects by touch and sight * Identify the 5 senses and match related body parts (i.e., ear, nose, tongue, skin, eyes) * Relate information about the major organs of the body * Determine the relationship between growth, nutrition, exercise and rest * Describe the structure and function of sensory body parts * Identify the major body systems * Recognize methods of transmission and prevention of diseases | * Identify the 5 senses * Recognize tastes * Recognize odors * Describe qualities about sounds * Describe characteristics of objects by touch and sight * Identify the 5 senses and match related body parts (i.e., ear, nose, tongue, skin, eyes) * Relate information about the major organs of the body * Determine the relationship between growth, nutrition, exercise and rest * Describe the structure and function of sensory body parts * Identify the major body systems * Recognize methods of transmission and prevention of diseases |

DOMAIN: Science

## SUB DOMAIN: Environment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Environment** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Environment and Ecology  4.1  Geography  7.1, 7.2, 7.3, 7.4  History  8.1 | **Environment** | | | | |
| * Identify land and water * Recognize land forms | * Identify land and water * Recognize land forms * Explain that the Earth has changed through time * Identify characteristics of different environments * Locate oceans on a map * Sequence the water cycle * Identify and discuss air, land, and water conservation * Identify the 3 forms of matter * Identify characteristics of different geographic regions * Match the climate, plants, and animals associated with each region * Identify natural resources * Identify natural disasters and warning systems * Identify ocean resources * Identify how people depend on natural resources such as plants, animals and the sun * Describe how people can conserve the earth’s renewable natural resources | * Identify land and water * Recognize land forms * Explain that the Earth has changed through time * Identify characteristics of different environments * Locate oceans on a map * Sequences the water cycle * Identify and discuss air, land, and water conservation * Identify the 3 forms of matter * Identify characteristics of different geographic regions * Match the climate, plants, and animals associated with each region * Identify natural resources * Identify natural disasters and warning systems * Identify ocean resources * Identify how people depend on natural resources such as plants, animals and the sun * Describe how people can conserve the earth’s renewable natural resources | * Identify land and water * Recognize land forms * Explain that the Earth has changed through time * Identify characteristics of different environments * Locate oceans on a map * Sequence the water cycle * Identify and discuss air, land, and water conservation * Identify the 3 forms of matter * Identify characteristics of different geographic regions * Match the climate, plants, and animals associated with each region * Identify natural resources * Identify natural disasters and warning systems * Identify ocean resources. * Identify how people depend on natural resources such as plants, animals and the sun * Describe how people can conserve the earth’s renewable natural resources | * Identify land and water * Recognize land forms * Explain that the Earth has changed through time * Identify characteristics of different environments * Locate oceans on a map * Sequence the water cycle * Identify and discuss air, land, and water conservation * Identify the 3 forms of matter * Identify characteristics of different geographic regions * Match the climate, plants, and animals associated with each region * Identify natural resources * Identify natural disasters and warning systems * Identify ocean resources * Identify how people depend on natural resources such as plants, animals and the sun * Describe how people can conserve the earth’s renewable natural resources * Describes how lakes, rivers, and groundwater change the shape of land * Describe how waves, tides, and currents differ |

DOMAIN: Science

## SUB DOMAIN: Energy

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Energy** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Science and Technology  3.2, 3.3, 3.4  Arts and Humanities  9.1 | **Energy** | | | | |
| * Classify sounds as same or different * Identify sounds that objects make * Identify and compares common colors * Identify sources of heat energy * Identify sources of light energy | * Classify sounds as same or different * Identify sounds that objects make * Identify and compares common colors * Identify sources of heat energy * Identify sources of light energy * Identify the characteristics of heat and light energy and sound * Identify properties of electricity and static electricity * Identify and demonstrate whether an object has magnetic or non-magnetic properties * Identify 3 states of matter (solid, liquid, gas) * Identify that matter can undergo physical and chemical changes such as evaporation and condensation * Describe speed, friction, mass, and force * Describe how simple machines make work easier | * Classify sounds as same or different * Identify sounds that objects make * Identify and compares common colors * Identify sources of heat energy * Identify sources of light energy * Identify the characteristics of heat and light energy and sound * Identify properties of electricity and static electricity * Identify and demonstrate whether an object has magnetic or non-magnetic properties * Identify 3 states of matter (solid, liquid, gas) * Identify that matter can undergo physical and chemical changes such as evaporation and condensation * Describe speed, friction, mass, and force * Describe how simple machines make work easier * Explain how electric power is produced * Identify circuits and fuses | * Classify sounds as same or different * Identify sounds that objects make * Identify and compares common colors * Identify sources of heat energy * Identify sources of light energy * Identify the characteristics of heat and light energy and sound * Identify properties of electricity and static electricity * Identify and demonstrate whether an object has magnetic or non-magnetic properties * Identify 3 states of matter (solid, liquid, gas) * Identify that matter can undergo physical and chemical changes such as evaporation and condensation * Describe speed, friction, mass, and force * Describe how simple machines make work easier * Explain how electric power is produced * Identify circuits and fuses | * Classify sounds as same or different * Identify sounds that objects make * Identify and compares common colors * Identify sources of heat energy * Identify sources of light energy * Identify the characteristics of heat and light energy and sound * Identify properties of electricity and static electricity * Identify and demonstrate whether an object has magnetic or non-magnetic properties * Identify 3 states of matter (solid, liquid, gas) * Identify that matter can undergo physical and chemical changes such as evaporation and condensation * Describe speed, friction, mass, and force * Describe how simple machines make work easier * Explain how electric power is produced * Identify circuits and fuses |

DOMAIN: Science

## SUB DOMAIN: Space

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Space** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Science and Technology  3.4, 3.5 | **Space** | | | | |
| * Observe the differences between night and day * Determine that the sun is the Earth’s source of energy * Locate heavenly bodies (i.e., sun, moon, stars) | * Observe the differences between night and day * Determine that the sun is the Earth’s source of energy * Locate heavenly bodies (i.e., sun, moon, stars) * Recognize that gravity is the force that holds the Earth and objects in place * Locate the sun and describe its function. * Identify and compares the size of the Earth and moon * Determine and define orbit in relation to the Earth, moon, and sun * Identify and list the planets in the solar system * Differentiate among the planets | * Observe the differences between night and day * Determine that the sun is the Earth’s source of energy * Locate heavenly bodies (i.e., sun, moon, stars) * Recognize that gravity is the force that holds the Earth and objects in place * Locate the sun and describe its function * Identify and compare the size of the Earth and moon * Determine and define orbit in relation to the Earth, moon, and sun * Identify and list the planets in the solar system * Differentiate among the planets * Define a universe | * Observe the differences between night and day * Determine that the sun is the Earth’s source of energy * Locate heavenly bodies (i.e., sun, moon, stars) * Recognize that gravity is the force that holds the Earth and objects in place * Locate the sun and describe its function * Identify and compare the size of the Earth and moon * Determine and define orbit in relation to the Earth, moon, and sun * Identify and list the planets in the solar system * Differentiate among the planets * Define a universe | * Observe the differences between night and day * Determine that the sun is the Earth’s source of energy * Locates heavenly bodies (i.e., sun, moon, stars) * Recognize that gravity is the force that holds the Earth and objects in place * Locate the sun and describe its function * Identify and compare the size of the Earth and moon * Determine and define orbit in relation to the Earth, moon, and sun * Identify and list the planets in the solar system * Differentiate among the planets * Define a universe |

DOMAIN: Science

## SUB DOMAIN: Living Things/Plants

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Living Things/Plants** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Science and Technology  3.1, 3.3, 3.5 | **Living Things/Plants** | | | | |
| * Identify fruits * Identify vegetables * Locate the parts of a plant * Identify what is needed for plants/seeds to grow | * Identify fruits * Identify vegetables * Locate the parts of a plant * Identify what is needed for plants/seeds to grow * Identify where a plant comes from (i.e., seed, cuttings) * Identify where the seed comes from and types of seeds * Identify how seeds travel * Explain how people use plants * Identify functions of plant parts * Classify plants according to climate and region * Describe how plants reproduce * Describe the process of photosynthesis/respiration | * Identify fruits * Identify vegetables * Locate the parts of a plant * Identify what is needed for plants/seeds to grow * Identify where a plant comes from (i.e., seed, cuttings) * Identify where the seed comes from and types of seeds * Identify how seeds travel * Explain how people use plants * Identify functions of plant parts * Classify plants according to climate and region * Describe how plants reproduce * Describe the process of photosynthesis/respiration * Determine relationship between plants and man * Identify plants common to the local area * Describe how a growing season affects plants * Identify how plants provide food, clothing, and building materials and can affect a person’s health | * Identify fruits * Identify vegetables * Locate the parts of a plant * Identify what is needed for plants/seeds to grow * Identify where a plant comes from (i.e., seed, cuttings) * Identify where the seed comes from and types of seeds * Identify how seeds travel * Explain how people use plants * Identify functions of plant parts * Classify plants according to climate and region * Describe how plants reproduce * Describe the process of photosynthesis/respiration * Determine relationship between plants and man * Identify plants common to the local area * Describe how a growing season affects plants * Identify how plants provide food, clothing, and building materials and can affect a person’s health | * Identify fruits * Identify vegetables * Locate the parts of a plant * Identify what is needed for plants/seeds to grow * Identify where a plant comes from (i.e., seed, cuttings) * Identify where the seed comes from and types of seeds * Identify how seeds travel * Explain how people use plants * Identify functions of plant parts * Classify plants according to climate and region * Describe how plants reproduce * Describe the process of photosynthesis/respiration * Determine relationship between plants and man * Identify plants common to the local area * Describe how a growing season affects plants * Identify how plants provide food, clothing, and building materials and can affect a person’s health |

DOMAIN: Science

## SUB DOMAIN: Living Things/Animals

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Living Things/Animals** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Science and Technology  3.1, 3.3, 3.5 | **Living Things/Animals** | | | | |
| * Identify living and non-living things * Identify common animals and their young * Identify characteristics of animals * Identify animal habitats (i.e., land, water, air) * Identify animal protection techniques * Recognize animal homes * Classify animals according to where they live | * Identify living and non-living things * Identify common animals and their young * Identify characteristics of animals * Identify animal habitats (i.e., land, water, air) * Identify animal protection techniques * Recognize animal homes * Classify animals according to where they live * Identify animal habits and habitats (i.e., food and shelter) * Recognize the names of animal young * Identify how animals defend themselves | * Identify living and non-living things * Identify common animals and their young * Identify characteristics of animals * Identify animal habitats (i.e., land, water, air) * Identify animal protection techniques * Recognize animal homes * Classify animals according to where they live * Identify animal habits and habitats (i.e., food and shelter) * Recognize the names of animal young * Identify how animals defend themselves * Identify and classifies animals as vertebrate and invertebrate * Identify extinct animals and reasons for extinction * Identify and explain the necessity for animal conservation | * Identify living and non-living things * Identify common animals and their young * Identify characteristics of animals * Identify animal habitats (i.e., land, water, air) * Identify animal protection techniques * Recognize animal homes * Classify animals according to where they live * Identify animal habits and habitats (i.e., food and shelter) * Recognize the names of animal young * Identify how animals defend themselves * Identify and classify animals as vertebrate and invertebrate * Identify extinct animals and reasons for extinction * Identify and explain the necessity for animal conservation | * Identify living and non-living things * Identify common animals and their young * Identify characteristics of animals * Identify animal habitats (i.e., land, water, air) * Identify animal protection techniques * Recognize animal homes * Classify animals according to where they live * Identify animal habits and habitats (i.e., food and shelter) * Recognize the names of animal young * Identify how animals defend themselves * Identify and classifies animals as vertebrate and invertebrate * Identify extinct animals and reasons for extinction * Identify and explain the necessity for animal conservation |

DOMAIN: Science

**SUB DOMAIN: Living Things/Animals (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Living Things/Animals** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Science and Technology  3.1, 3.3, 3.5 | **Living Things/Animals** | | | | |
|  |  | * Compare and contrast animal and human body systems * Describe how predator/prey relationships affect an animal community * Classify animal organisms by the food they eat * Describe the difference between a producer and a consumer * Describe the position of carnivores, producers, herbivores, omnivores, and decomposers in a food chain * Discuss how food chains make up a food web * Describe and constructs an ecosystem | * Compare and contrast animal and human body systems * Describe how predator/prey relationships affect an animal community * Classify animal organisms by the food they eat * Describe the difference between a producer and a consumer * Describe the position of carnivores, producers, herbivores, omnivores, and decomposers in a food chain * Discuss how food chains make up a food web * Describe and constructs an ecosystem | * Compare and contrast animal and human body systems * Describe how predator/prey relationships affect an animal community * Classify animal organisms by the food they eat * Describe the difference between a producer and a consumer * Describe the position of carnivores, producers, herbivores, omnivores, and decomposers in a food chain * Discuss how food chains make up a food web * Describe and constructs an ecosystem |

### Science Skills Checklist

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Weather** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Recognize the 4 seasons  Comments: |  |  |
| Name the 4 seasons  Comments: |  |  |
| Examine daily weather conditions  Comments: |  |  |
| Determine appropriate clothing according to temperature and weather  Comments: |  |  |
| Describe the effects of seasons on the environment  Comments: |  |  |
| Identify pictures/terms associated with the weather  Comments: |  |  |
| Observe, recognize and describe weather conditions  Comments: |  |  |
| Identify and describe the 4 seasons  Comments: |  |  |

**Science Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Weather (continued)** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| List the months associated with each season  Comments: |  |  |
| Identify and describes different types of weather conditions and the effects on people and environment  Comments: |  |  |
| Identify two types of temperature measures  Comments: |  |  |
| Identify and describe types of storms  Comments: |  |  |
| Identify and describe types of clouds  Comments: |  |  |
| Read and interpret a thermometer  Comments: |  |  |

**Science Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Human Body** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Identify the 5 senses  Comments: |  |  |
| Recognize tastes  Comments: |  |  |
| Recognize odors  Comments: |  |  |
| Describe qualities about sounds  Comments: |  |  |
| Describe characteristics of objects by touch and sight  Comments: |  |  |
| Identify the 5 senses and match related body parts (i.e., ear, nose, tongue, skin, eyes)  Comments: |  |  |
| Relate information about the major organs of the body  Comments: |  |  |
| Determine the relationship between growth, nutrition, exercise and rest  Comments: |  |  |
| Describe the structure and function of sensory body parts  Comments: |  |  |
| Identify the major body systems  Comments: |  |  |
| Recognize methods of transmission and prevention of diseases  Comments: |  |  |

**Science Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Environment** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Identify land and water  Comments: |  |  |
| Recognize land forms  Comments: |  |  |
| Explain that the Earth has changed through time  Comments: |  |  |
| Identify characteristics of different environments  Comments: |  |  |
| Locate oceans on a map  Comments: |  |  |
| Sequence the water cycle  Comments: |  |  |
| Identify and discuss air, land, and water conservation  Comments: |  |  |
| Identify the 3 forms of matter  Comments: |  |  |
| Identify characteristics of different geographic regions  Comments: |  |  |
| Match the climate, plants, and animals associated with each region  Comments: |  |  |

**Science Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Environment (continued)** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Identify natural resources  Comments: |  |  |
| Identify natural disasters and warning systems  Comments: |  |  |
| Identify ocean resources  Comments: |  |  |
| Identify how people depend on natural resources such as plants, animals and the sun  Comments: |  |  |
| Describe how people can conserve the earth’s renewable natural resources.  Comments: |  |  |
| Describe how lakes, rivers, and groundwater change the shape of land  Comments: |  |  |
| Describe how waves, tides, and currents differ  Comments: |  |  |

**Science Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Energy** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Classify sounds as same or different  Comments: |  |  |
| Identify sounds that objects make  Comments: |  |  |
| Identify and compare common colors  Comments: |  |  |
| Identify sources of heat energy  Comments: |  |  |
| Identify sources of light energy  Comments: |  |  |
| Identify the characteristics of heat and light energy and sound  Comments: |  |  |
| Identify properties of electricity and static electricity  Comments: |  |  |
| Identify and demonstrate whether an object has magnetic or non-magnetic properties  Comments: |  |  |
| Identify 3 states of matter (solid, liquid, gas)  Comments: |  |  |
| Identify that matter can undergo physical and chemical changes such as evaporation and condensation  Comments: |  |  |
| Describe speed, friction, mass, and force  Comments: |  |  |
| Describe how simple machines make work easier  Comments: |  |  |
| Explain how electric power is produced  Comments: |  |  |
| Identify circuits and fuses  Comments: |  |  |

**Science Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Space** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Observe the differences between night and day  Comments: |  |  |
| Determine that the sun is the Earth’s source of energy  Comments: |  |  |
| Locate heavenly bodies (i.e., sun, moon, stars)  Comments: |  |  |
| Recognize that gravity is the force that holds the Earth and objects in place  Comments: |  |  |
| Locate the sun and describe its function  Comments: |  |  |
| Identify and compare the size of the Earth and moon  Comments: |  |  |
| Determine and define orbit in relation to the Earth, moon, and sun  Comments: |  |  |
| Identify and list the planets in the solar system  Comments: |  |  |
| Differentiate among the planets  Comments: |  |  |
| Define a universe  Comments: |  |  |

**Science Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Living Things/Plants** | |  |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Identify fruits  Comments: |  |  |
| Identify vegetables  Comments: |  |  |
| Locate the parts of a plant  Comments: |  |  |
| Identify what is needed for plants/seeds to grow  Comments: |  |  |
| Identify where a plant comes from (i.e., seed, cuttings)  Comments: |  |  |
| Identify where the seed comes from and types of seeds  Comments: |  |  |
| Identify how seeds travel  Comments: |  |  |
| Explain how people use plants  Comments: |  |  |
| Identify functions of plant parts  Comments: |  |  |
| Classify plants according to climate and region  Comments: |  |  |
| Describe how plants reproduce  Comments: |  |  |
| Describe the process of photosynthesis/respiration  Comments: |  |  |
| Determine relationship between plants and man  Comments: |  |  |
| Identify plants common to the local area  Comments: |  |  |

**Science Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Living Things/Animals** | |  |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Describe how a growing season affects plants  Comments: |  |  |
| Identify how plants provide food, clothing, and building materials and can affect a person’s health  Comments: |  |  |
| Identify living and non-living things  Comments: |  |  |
| Identify common animals and their young  Comments: |  |  |
| Identify characteristics of animals  Comments: |  |  |
| Identify animal habitats (i.e., land, water, air)  Comments: |  |  |
| Identify animal protection techniques  Comments: |  |  |
| Recognize animal homes  Comments: |  |  |
| Classify animals according to where they live  Comments: |  |  |
| Identify animal habits and habitats (i.e., food and shelter)  Comments: |  |  |
| Recognize the names of animal young.  Comments: |  |  |
| Identify how animals defend themselves  Comments: |  |  |
| Identify and classify animals as vertebrate and invertebrate  Comments: |  |  |
| Identify extinct animals and reasons for extinction  Comments: |  |  |

**Science Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Living Things/Animals (continued)** | |  |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Identify and explain the necessity for animal conservation  Comments: |  |  |
| Compare and contrast animal and human body systems  Comments: |  |  |
| Describe how predator/prey relationships affect an animal community  Comments: |  |  |
| Classify animal organisms by the food they eat  Comments: |  |  |
| Describe the difference between a producer and a consumer  Comments: |  |  |
| Describe the position of carnivores, producers, herbivores, omnivores, and decomposers in a food chain  Comments: |  |  |
| Discuss how food chains make up a food web.  Comments: |  |  |
| Describe and construct an ecosystem.  Comments: |  |  |

### Educational Resources: Science Domain

# DOMAIN: Social Studies

**Summary of Domain:** Skills related to understanding and ability to participant in society, focusing on the roles of individuals and groups in our society.

**Sub-Domains:**

**Family**

**Friends/School**

**Neighborhoods and Communities**

**State/Country/World**

DOMAIN: Social Studies

## SUB DOMAIN: Family

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Family** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Civics & Government  5.2  Family & Consumer Sciences  11.2 | **Family** | | | | |
| * Identify members of the immediate and extended family * Identify roles of family members * Recognize the concept of responsibility (i.e. chores) * Identify family activities * Identify authority figures | * Identify members of the immediate and extended family * Identify roles of family members * Recognize the concept of responsibility (i.e. chores) * Identify family activities * Identify authority figures * Compare and contrast families * Identify types of family residences * Identify changes occurring to families | * Identify members of the immediate and extended family * Identify roles of family members * Recognize the concept of responsibility (i.e. chores) * Identify family activities * Identify authority figures * Compare and contrast families * Identify types of family residences * Identify changes occurring to families | * Identify members of the immediate and extended family * Identify roles of family members * Recognize the concept of responsibility (i.e. chores) * Identify family activities * Identify authority figures * Compares and contrasts families * Identify types of family residences * Identify changes occurring to families | * Identify members of the immediate and extended family * Identify roles of family members * Recognize the concept of responsibility (i.e. chores) * Identify family activities * Identify authority figures * Compare and contrast families * Identify types of family residences * Identify changes occurring to families |

DOMAIN: Social Studies

## SUB DOMAIN: Friends/School

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Friends/School** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Civics and Government  5.1, 5.2  Social and Emotional Development  (Early Childhood)  25.1 | **Friends/School** | | | | |
| * Recognize and label emotions * Recognize causes of emotions * Learn appropriate ways to express emotions * Choose/identify a friend | * Recognize and label emotions * Recognize causes of emotions * Learn appropriate ways to express emotions * Choose/identify a friend * Name the characteristics of a friend * List activities friends do together * Identify rules at home, school, and community * Describe roles of various people in school * Can locate places throughout the school * Identify school activities | * Recognize and label emotions * Recognize causes of emotions * Learn appropriate ways to express emotions * Choose/identify a friend * Name the characteristics of a friend * List activities friends do together * Identify rules at home, school, and community * Describe roles of various people in school * Can locate places throughout the school * Identify school activities | * Recognize and label emotions * Recognize causes of emotions * Learn appropriate ways to express emotions * Choose/identify a friend * Name the characteristics of a friend * List activities friends do together * Identify rules at home, school, and community * Describe roles of various people in school * Can locate places throughout the school * Identify school activities | * Recognize and label emotions * Recognize causes of emotions * Learn appropriate ways to express emotions * Choose/identify a friend * Name the characteristics of a friend * List activities friends do together * Identify rules at home, school, and community * Describe roles of various people in school * Can locate places throughout the school * Identify school activities |

DOMAIN: Social Studies

## SUB DOMAIN: Neighborhoods and Communities

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Neighborhoods and Communities** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Civics and Government  5.1, 5.2  Geography  7.3 | **Neighborhoods and Communities** | | | | |
| * Identify roles of people in the community * Identify function of places in the community * Identify rules/laws of a community | * Identify roles of people in the community * Identify function of places in the community * Identify rules/laws of a community * Identify/understand ways to participate in the community * Identify community activities | * Identify roles of people in the community * Identify function of places in the community * Identify rules/laws of a community * Identify /understand ways to participate in the community * Identify community activities * Participate in community activities * Distinguish between city, suburb and rural | * Identify roles of people in the community * Identify function of places in the community * Identify rules/laws of a community * Identify/understand ways to participate in the community * Identify community activities * Participate in community activities * Distinguish between city, suburb and rural | * Identify roles of people in the community * Identify function of places in the community * Identify rules/laws of a community * Identify/understand ways to participate in the community * Identify community activities * Participate in community activities * Distinguish between city, suburb and rural |

DOMAIN: Social Studies

## SUB DOMAIN: State/Country/World

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **State/Country/World** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Civics and Government  5.1, 5.2, 5.3  Geography  7.1 | **State/Country/World** | | | | |
| * Identify state of residence * Locate state on map * Locate major physical features of the earth (oceans, deserts, etc) * Identify describe national holidays | * Identify state of residence * Locate state on map * Locate major physical features of the earth (oceans, deserts, etc) * Identify/describe national holidays * Identify national landmarks * Understand basic process of political positions and elections * Understand laws | * Identify state of residence * Locate state on map * Locate major physical features of the earth (oceans, deserts ,etc) * Identify/describe national holidays * Identify national landmarks * Understand basic process of political positions and elections * Understand laws | * Identify state of residence * Locate state on map * Locate major physical features of the earth (oceans, deserts, etc) * Identify describe national holidays * Identify national landmarks * Understand basic process of political positions and elections * Understand laws | * Identify state of residence * Locate state on map * Locate major physical features of the earth (oceans, deserts, etc) * Identify/describe national holidays. * Identify national landmarks * Understand basic process of political positions and elections * Understand laws |

### Social Studies Skills Checklist

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Family** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Identify members of the immediate and extended family  Comments: |  |  |
| Identify roles of family members  Comments: |  |  |
| Recognize the concept of responsibility (chores)  Comments: |  |  |
| Identify family activities  Comments: |  |  |
| Identify authority figures  Comments: |  |  |
| Compare and contrast families  Comments: |  |  |
| Identify types of family residence  Comments: |  |  |
| Identify changes occurring to families  Comments: |  |  |

**Social Studies Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Friends/School** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Recognize and label emotions  Comments: |  |  |
| Recognize causes of emotions  Comments: |  |  |
| Learn appropriate ways to express emotions  Comments: |  |  |
| Choose/identify a friend  Comments: |  |  |
| Name the characteristics of a friend  Comments: |  |  |
| List activities friends do together  Comments: |  |  |
| Identify rules at home, school, and community  Comments: |  |  |
| Describe roles of various people in school  Comments: |  |  |
| Can locate places throughout the school  Comments: |  |  |
| Identify school activities  Comments: |  |  |

**Social Studies Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Neighborhoods and Communities** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Identify roles of people in the community  Comments: |  |  |
| Identify function of places in the community  Comments: |  |  |
| Identify rules/laws of a community  Comments: |  |  |
| Identify /understand ways to participate in the community  Comments: |  |  |
| Identify community activities  Comments: |  |  |
| Participate in community activities  Comments: |  |  |
| Distinguish between city, suburb and rural  Comments: |  |  |

**Social Studies Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **State/Country/World** | |  |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Identify state of residence  Comments: |  |  |
| Locate state on map  Comments: |  |  |
| Locate major physical features of the earth (oceans, deserts ,etc)  Comments: |  |  |
| Identify/describe national holidays  Comments: |  |  |
| Identify national landmarks  Comments: |  |  |
| Understand basic process of political positions and elections  Comments: |  |  |
| Understand laws  Comments: |  |  |

### Educational Resources: Functional Academics Domain

# DOMAIN: Social, Emotional

**Summary of Domain:** Skills related to …..(nothing was here)

.

**Sub-Domains:**

**Sensory**

DOMAIN: Social, Emotional

## SUB DOMAIN: Sensory

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Sensory** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking and Listening  1.1  Health, Safety and Physical Education  10.1  Approaches to Learning Through Play  (Early Childhood)  15.1 | **Sensory** | | | | |
| * Observe common objects by using the five senses * Use (signs, gestures, item, pictures) to request a (swing, rocker, other sensory activity) when desired. * Accept and use appropriate rather than an inappropriate item to chew on for oral stimulation. (examples: gum, jerky, “chewys”, thera-tubing) * Use (signs, gestures, items, pictures) to request sensory input~~.~~ | * Observe common objects by using the five senses * Use (signs, gestures, item, pictures) to request a (swing, rocker, other vestibular seeking activity) when desired. * Accept and use appropriate rather than an inappropriate item to chew on for oral stimulation. (examples: gum, jerky, “chewys”, thera-tubing) * Use (signs, gestures, items, pictures) to request sensory input~~.~~ * Use (signs, gestures, items, pictures) to request modification or a break when over stimulated by (lights, sounds, people) * Decrease duration of use of a self-stimulatory item during classroom activities | * Observe common objects by using the five senses * Use (signs, gestures, item, pictures) to request a (swing, rocker, other vestibular seeking activity) when desired. * Accept and use appropriate rather than an inappropriate item to chew on for oral stimulation. (examples: gum, jerky, “chewys”, thera-tubing) * Use (signs, gestures, items, pictures) to request sensory input~~.~~ * Use (signs, gestures, items, pictures) to request modification or a break when over stimulated by (lights, sounds, people) * Decrease duration of use of a self-stimulatory item during classroom activities | * Observe common objects by using the five senses * Use (signs, gestures, item, pictures) to request a (swing, rocker, other vestibular seeking activity) when desired. * Accept and use appropriate rather than an inappropriate item to chew on for oral stimulation. (examples: gum, jerky, “chewys”, thera-tubing) * Use (signs, gestures, items, pictures) to request sensory input~~.~~ * Use (signs, gestures, items, pictures) to request modification or a break when over stimulated by (lights, sounds, people) * Decrease duration of use of a self-stimulatory item during classroom activities * Delay seeking personal self-stimulation in order to complete requested task * Locate the appropriate place for personal self-stimulation when needed | * Observe common objects by using the five senses * Use (signs, gestures, item, pictures) to request a (swing, rocker, other vestibular seeking activity) when desired. * Accept and use appropriate rather than an inappropriate item to chew on for oral stimulation. (examples: gum, jerky, “chewys”, thera-tubing) * Use (signs, gestures, items, pictures) to request sensory input~~.~~ * Use (signs, gestures, items, pictures) to request modification or a break when over stimulated by (lights, sounds, people) * Decrease duration of use of a self-stimulatory item during classroom activities * Delay seeking personal self-stimulation in order to complete requested task * Locate the appropriate place for personal self-stimulation when needed |

### Social, Emotional Skills Checklist

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Sensory** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Observe common objects by using the five senses  Comments: |  |  |
| Use (signs, gestures, item, pictures) to request a (swing, rocker, other vestibular seeking activity) when desired.  Comments: |  |  |
| Accept and use appropriate rather than an inappropriate item to chew on for oral stimulation. (examples: gum, jerky, “chewys”, thera-tubing)  Comments: |  |  |
| Use (signs, gestures, items, pictures) to request sensory input  Comments: |  |  |
| Use (signs, gestures, items, pictures) to request modification or a break when over stimulated by (lights, sounds, people)  Comments: |  |  |
| Decrease duration of use of a self-stimulatory item during classroom activities  Comments: |  |  |
| Delay seeking personal self-stimulation in order to complete requested task  Comments: |  |  |
| Locate the appropriate place for personal self-stimulation when needed  Comments: |  |  |

### Educational Resources: Social, Emotional Domain

# DOMAIN: Vocational

**Summary of Domain:** Skills related to procuring and maintaining a job or volunteer position, participating in a supported work environment and/or a vocational training program. May include task completion, self-management, job-related social interactions with peers, adults and various community personnel, job readiness and specific job training. All tasks can be completed in school and various community settings.

**Sub-Domains:**

**Basic Work Habits (Punctuality/Attendance)**

**Career Planning**

**Clerical**

**Janitorial/Custodial**

**Food Service**

**Groundskeeping**

**Industrial/Warehousing**

**Retail (Department Store)**

**Retail (Grocery Store)**

DOMAIN: Vocational

## SUB DOMAIN: Basic Work Habits (Punctuality/Attendance)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Basic Work Habits**  **(Punctuality/Attendance)** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Career Education and Work  13.3  Social and Emotional Development  15.2 | **Basic Work Habits (Punctuality/Attendance)** | | | | |
| * Transition from activities when directed including on and off site transitions * Follow a set daily schedule | * Transition from activities when directed including on and off site transitions * Follow a set daily schedule | * Transition from activities when directed including on and off site transitions * Follow a set daily schedule   • Initiate work activity promptly upon arrival at work site / activity | * Transition from activities when directed including on and off site transitions * Follow a set daily schedule * Initiate work activity promptly upon arrival at work site / activity * Arrive at a preset time for activities * Use time card or sign in/out sheet   • Follow a work training schedule/calendar in order to know days to work | * Transition from activities when directed including on and off site transitions * Follow a set daily schedule * Initiate work activity promptly upon arrival at work site / activity * Arrive at a preset time for activities * Use time card or sign in/out sheet * Follow a work training schedule/calendar in order to know days to work * Request for days off and plan ahead one month for conflicting activities |

DOMAIN: Vocational

## SUB DOMAIN: Career Planning

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Career Planning** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Career Education and Work  13.1, 13.2, 13.3  Social and Emotional Development  (Early Childhood)  25.1 | **Career Planning** | | | | |
|  | * Identify parent/guardian job (if applicable) | * Identify parent/guardian job (if applicable) * Identify work environment preferences and skills * Identify appropriate work attire   • Complete interest inventory | * Identify parent/guardian job (if applicable) * Identify work environment preferences and skills * Identify appropriate work attire * Complete interest inventory * Dictate or fill out job applications * Practice for interviews * Participate in mock interviews with non familiar people * Participate in off site visitations- job shadows, community based vocational assessments   • Go to appropriate person for problems or questions  • Work well with a peer  • Help others as needed with tasks when asked  • Work well with diverse people (race, sex, ethnicity) | * Identify parent/guardian job (if applicable) * Identify work environment preferences and skills * Identify appropriate work attire * Complete interest inventory * Dictate or fill out job applications * Practice for interviews * Participate in mock interviews with non familiar people * Participate in off site visitations- job shadows, community based vocational assessments * Go to appropriate person for problems or questions * Work well with a peer * Help others as needed with tasks when asked * Work well with diverse people (race, sex, ethnicity) * Participate in job specific training * Participate in job evaluation * Seek additional vocational rehabilitation services |

DOMAIN: Vocational

## SUB DOMAIN: Clerical

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Clerical** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking and Listening  1.6  Mathematics  2.1, 2.6  Science and Technology  3.7  Geography  7.2  Heath, Safety and Physical Education  10.5  Computer and Information Technology  15.4 | **Clerical** | | | | |
| * Compare and sort common objects by one physical attribute (i.e., color, shape, texture, size, weight with modeling and prompts | * Compare and sort common objects by one physical attribute (i.e., color, shape, texture, size, weight with modeling and prompts   • Stuff multiple envelopes  • Stamp with rubber pad on one designated spot  • Apply stickers/labels to papers  • Apply stamps to envelopes  • Use paper clip to attach papers  • Staple school papers  • Sort papers by color/name/number/code  • Deliver written messages with escort  • Deliver small packages with escort  • Cut with scissors (ie. school project with close supervision)  • Use computer for class projects | • Compare and sort common objects by one physical attribute (i.e., color, shape, texture, size, weight with modeling and prompts  • Stuff multiple envelopes  • Stamp with rubber pad on one designated spot  • Apply stickers/labels to papers  • Apply stamps to envelopes  • Use paper clip to attach papers  • Staple school papers  • Sort papers by color/name/number/code  • Deliver written messages with escort  • Deliver small packages with escort  • Cut with scissors (ie. school project with close supervision)  • Use computer for class projects  • Use school & reusable papers/documents: fold papers, stuff manila/letter size envelopes  • Collate 2-3 different pieces of paper  • Sort note cards into file system by first letter of alphabet or numbers up to 20  • Put mail in mail slots  • Deliver multiple packages using a pushcart | • Compare and sort common objects by one physical attribute (i.e., color, shape, texture, size, weight with modeling and prompts  • Stuff multiple envelopes  • Stamp with rubber pad on one designated spot  • Apply stickers/labels to papers  • Apply stamps to envelopes  • Use paper clip to attach papers  • Staple school papers  • Sort papers by color/name/number/code  • Deliver written messages with escort  • Deliver small packages with escort  • Cut with scissors (ie. school project with close supervision)  • Use computer for class projects  • Use school & reusable papers/documents: fold papers, stuff manila/letter size envelopes  • Collate 2-3 different pieces of paper  • Sort note cards into file system by first letter of alphabet or numbers up to 20  • Put mail in mail slots  • Deliver multiple packages using a pushcart | * Compare and sort common objects by one physical attribute (i.e., color, shape, texture, size, weight with modeling and prompts * Stuff multiple envelopes * Stamp with rubber pad on one designated spot * Apply stickers/labels to papers * Apply stamps to envelopes * Use paper clip to attach papers * Staple school papers * Sort papers by color/name/number/code * Deliver written messages with escort * Deliver small packages with escort * Cut with scissors (ie. school project with close supervision) * Use computer for class projects * Use school & reusable papers/documents: fold papers, stuff manila/letter size envelopes * Collate 2-3 different pieces of paper * Sort note cards into file system by first letter of alphabet or numbers up to 20 * Put mail in mail slots * Deliver multiple packages using a pushcart |

DOMAIN: Vocational

**SUB DOMAIN: Clerical (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Clerical** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking and Listening  1.6  Mathematics  2.1, 2.6  Science and Technology  3.7  Geography  7.2  Heath, Safety and Physical Education  10.5  Computer and Information Technology  15.4 | **Clerical (continued)** | | | | |
|  |  | * Sharpen pencils, using manual or electric pencil sharpener | • Sharpen pencils, using manual or electric pencil sharpener  • Open/close envelopes with resealable flaps/brad fasteners/string fasteners  • Use hand hole-punch  • Use three hole-punch  • Collate 3-4 papers  • Compare and sort common objects according to two or more physical attribute (i.e., color, shape, texture, size, weight)  • File notes/papers into file system by first letter of alphabet or numbers up to 50  • Deliver written messages  • Deliver simple verbal messages  • Make photocopies with assistance  • Use paper shredder  • Use computer for simple data entry | * Sharpen pencils, using manual or electric pencil sharpener * Open/close envelopes with resealable flaps/brad fasteners/string fasteners * Use hand hole-punch * Use three hole-punch * Collate 3-4 papers * Compare and sort common objects according to two or more physical attribute (i.e., color, shape, texture, size, weight) * File notes/papers into file system by first letter of alphabet or numbers up to 50 * Deliver written messages * Deliver simple verbal messages * Make photocopies with assistance * Use paper shredder * Use computer for simple data entry * Open sealed envelopes with letter opener * Collate 5 + pieces of papers * Answer phone with appropriate greeting * Apply binding tape to package boxes with assistance |

DOMAIN: Vocational

## SUB DOMAIN: Janitorial/Custodial

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Janitorial/Custodial** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Mathematics  2.1  Science and Technology  3.7  Heath, Safety and Physical Education  10.2 | **Janitorial/Custodial** | | | | |
| * Bring chair(s) to group * Throw trash in trash can * Put toys/supplies away in appropriate container | * Bring chair(s) to group   • Throw trash in trash can  • Put toys/supplies away in appropriate container  • Wipe place at table with sponge/cloth/paper/towel  • Straighten desks/chairs at end of school day  • Pick up trash in classroom  • Erase chalkboard/ dry erase boards | • Bring chair(s) to group  • Throw trash in trash can  • Put toys/supplies away in appropriate container  • Wipe place at table with sponge/cloth/paper/towel  • Straighten desks/chairs at end of school day  • Pick up trash in classroom  • Erase chalkboard/ dry erase boards  • Dust with dry cloth/feather duster  • Arrange tables/chairs for special functions  • Place plastic liner(s) into trash can(s)  • Remove filled plastic trash bags and tie to close  • Crush cans using crusher  • Stock supplies on shelves  • Wipe tables, counters, sinks, stoves, equipment with sponge  • Fill vending machines  • Collect money from vending machines  • Sweep with household broom/carpet sweeper/push broom  • Vacuum carpet | • Bring chair(s) to group  • Throw trash in trash can  • Put toys/supplies away in appropriate container  • Wipe place at table with sponge/cloth/paper/towel  • Straighten desks/chairs at end of school day  • Pick up trash in classroom  • Erase chalkboard/ dry erase boards  • Dust with dry cloth/feather duster  • Arrange tables/chairs for special functions  • Place plastic liner(s) into trash can(s)  • Remove filled plastic trash bags and tie to close  • Crush cans using crusher  • Stock supplies on shelves  • Wipe tables, counters, sinks, stoves, equipment with sponge  • Fill vending machines  • Collect money from vending machines  • Sweep with household broom/carpet sweeper/push broom  • Vacuum carpet  • Pick up trash on school grounds/ job site  • Sort items for recycling  • Clean windows/ mirrors/display cases | * Bring chair(s) to group * Throw trash in trash can * Put toys/supplies away in appropriate container * Wipe place at table with sponge/cloth/paper/towel * Straighten desks/chairs at end of school day * Pick up trash in classroom * Erase chalkboard/ dry erase boards * Dust with dry cloth/feather duster * Arrange tables/chairs for special functions * Place plastic liner(s) into trash can(s) * Remove filled plastic trash bags and tie to close * Crush cans using crusher * Stock supplies on shelves * Wipe tables, counters, sinks, stoves, equipment with sponge * Fill vending machines * Collect money from vending machines * Sweep with household broom/carpet sweeper/push broom * Vacuum carpet * Pick up trash on school grounds/ job site * Sort items for recycling * Clean windows/ mirrors/display cases |

DOMAIN: Vocational

**SUB DOMAIN: Janitorial/Custodial (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Janitorial/Custodial** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Mathematics  2.1  Science and Technology  3.7  Heath, Safety and Physical Education  10.2 | **Janitorial/Custodial (continued)** | | | | |
|  |  |  | • Refill dispensers-soap, paper towels, toilet paper, disposable cups  • Sweep with household broom/carpet sweeper/push broom | * Refill dispensers-soap, paper towels, toilet paper, disposable cups * Sweep with household broom/carpet sweeper/push broom * Vacuum carpet/empty bag * Mop using wringer   bucket   * Hose off sidewalks * Understand equipment safety and responsibility |

DOMAIN: Vocational

## SUB DOMAIN: Food Service

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Food Service** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Mathematics  2.1, 2.6  Science and Technology  3.7  Heath, Safety and Physical Education  10.1, 10.2, 10.5 | **Food Service** | | | | |
| • Practice good personal hygiene  • Identify, sort , classify objects by attribute and identify objects that do not belong in a particular group  • Assist in setting table  • Fold napkins  • Distribute snacks in classroom  • Assist in preparation of simple snack  • Clear own place  • Take own dishes to sink | * Practice good personal hygiene * Identify, sort , classify objects by attribute and identify objects that do not belong in a particular group * Assist in setting table * Fold napkins * Distribute snacks in classroom * Assist in preparation of simple snack * Clear own place * Take own dishes to sink * Put away silverware * Wrap/Unwrap food with plastic wrap/foil * Fill drink cup with liquid * Spread with knife * Screw/Unscrew bottle tops * Open ring-pull cans * Use spoon/ wire whisk to mix * Open/close zip-lock bags * Fasten/unfasten twist ties * Tear open food boxes properly * Seal Tupperware container * Rinse dishes * Load/unload dishwasher | • Practice good personal hygiene  • Identify, sort , classify objects by attribute and identify objects that do not belong in a particular group  • Assist in setting table  • Fold napkins  • Distribute snacks in classroom  • Assist in preparation of simple snack  • Clear own place  • Take own dishes to sink  • Put away silverware  • Wrap/Unwrap food with plastic wrap/foil  • Fill drink cup with liquid  • Spread with knife  • Screw/Unscrew bottle tops  • Open ring-pull cans  • Use spoon/ wire whisk to mix  • Open/close zip-lock bags  • Fasten/unfasten twist ties  • Tear open food boxes properly  • Seal Tupperware container  • Rinse dishes  • Load/unload dishwasher  • Wash dishes  • Wrap utensils in napkin  • Cut fruit vegetable//food with knife for a side dish/ salad  • Use manual/electric can opener | • Practice good personal hygiene  • Identify, sort , classify objects by attribute and identify objects that do not belong in a particular group  • Assist in setting table  • Fold napkins  • Distribute snacks in classroom  • Assist in preparation of simple snack  • Clear own place  • Take own dishes to sink  • Put away silverware  • Wrap/Unwrap food with plastic wrap/foil  • Fill drink cup with liquid  • Spread with knife  • Screw/Unscrew bottle tops  • Open ring-pull cans  • Use spoon/ wire whisk to mix  • Open/close zip-lock bags  • Fasten/unfasten twist ties  • Tear open food boxes properly  • Seal Tupperware container  • Rinse dishes  • Load/unload dishwasher  • Wash dishes  • Wrap utensils in napkin  • Cut fruit vegetable//food with knife for a side dish/ salad  • Use manual/electric can opener | • Practice good personal hygiene  • Identify, sort , classify objects by attribute and identify objects that do not belong in a particular group  • Assist in setting table  • Fold napkins  • Distribute snacks in classroom  • Assist in preparation of simple snack  • Clear own place  • Take own dishes to sink  • Put away silverware  • Wrap/Unwrap food with plastic wrap/foil  • Fill drink cup with liquid  • Spread with knife  • Screw/Unscrew bottle tops  • Open ring-pull cans  • Use spoon/ wire whisk to mix  • Open/close zip-lock bags  • Fasten/unfasten twist ties  • Tear open food boxes properly  • Seal Tupperware container  • Rinse dishes  • Load/unload dishwasher  • Wash dishes  • Wrap utensils in napkin  • Cut fruit vegetable//food with knife for a side dish/ salad  • Use manual/electric can opener |

DOMAIN: Vocational

**SUB DOMAIN: Food Service (continued)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Food Service** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Mathematics  2.1, 2.6  Science and Technology  3.7  Heath, Safety and Physical Education  10.1, 10.2, 10.5 | **Food Service (continued)** | | | | |
|  |  | • Use hand rotary beater/whisk  • Wipe off table(s) with sponge/cloth in classroom/cafeteria  • Wear gloves to prepare food  • Demonstrate basic food preparation skills | • Use hand rotary beater/whisk  • Wipe off table(s) with sponge/cloth in classroom/cafeteria  • Wear gloves to prepare food  • Demonstrate basic food preparation skills  • Use microwave to heat up one food item  • Use ounce scale for pre-weighing items  • Use manual/industrial/  electric can opener  • Operate electric mixer  • Sanitize equipment  • Load/unload commercial dishwasher  • Replace condiments on tables  • Fill food service dispensers  • Perform food service tasks in a restaurant setting | • Use hand rotary beater/whisk  • Wipe off table(s) with sponge/cloth in classroom/cafeteria  • Wear gloves to prepare food  • Demonstrate basic food preparation skills  • Use microwave to heat up one food item  • Use ounce scale for pre-weighing items  • Use manual/industrial/  electric can opener  • Operate electric mixer  • Sanitize equipment  • Load/unload commercial dishwasher  • Replace condiments on tables  • Fill food service dispensers  • Perform food service tasks in a restaurant setting |

DOMAIN: Vocational

## SUB DOMAIN: Groundskeeping

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Groundskeeping** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Science and Technology  3.3, 3.4, 3.7  Heath, Safety and Physical Education  10.4, 10.5 | **Groundskeeping** | | | | |
| • Water houseplants  • Plant seed in small pot  • Pick up trash/ clippings | • Water houseplants  • Plant seed in small pot  • Pick up trash/ clippings  • Rake leaves  • Pull weeds  • Sweep porches/sidewalks with hand broom/push broom | • Water houseplants  • Plant seed in small pot  • Pick up trash/ clippings  • Rake leaves  • Pull weeds  • Sweep porches/sidewalks with hand broom/push broom  • Use hose to water outdoor plants/ lawn  • Shovel snow | • Water houseplants  • Plant seed in small pot  • Pick up trash/ clippings  • Rake leaves  • Pull weeds  • Sweep porches/sidewalks with hand broom/push broom  • Use hose to water outdoor plants/ lawn  • Shovel snow  • Set / adjust sprinklers  • Spread salt to melt ice  • Use clippers to trim shrubs  • Plant vegetable plants  • Plant flower beds  • Use shovel to plant / dig hole for a tree or shrub  • Use spreader for fertilizer and grass seed  • Use push mower under supervision | • Water houseplants  • Plant seed in small pot  • Pick up trash/ clippings  • Rake leaves  • Pull weeds  • Sweep porches/sidewalks with hand broom/push broom  • Use hose to water outdoor plants/ lawn  • Shovel snow  • Set / adjust sprinklers  • Spread salt to melt ice  • Use clippers to trim shrubs  • Plant vegetable plants  • Plant flower beds  • Use shovel to plant / dig hole for a tree or shrub  • Use spreader for fertilizer and grass seed  • Use push mower under supervision  • Use weed whacker  • Use edger manually /electrically |

DOMAIN: Vocational

## SUB DOMAIN: Industrial/Warehousing

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Industrial /Warehousing** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Mathematics  2.1, 2.6  Science and Technology  3.7  Geography  7.2  Heath, Safety and Physical Education  10.4, 10.5 | **Industrial /Warehousing** | | | | |
| • Sort school supplies | • Sort school supplies  • Load books on library cart  • Unload books from library cart  • Stock items in library/gym/cafeteria  • Stock supply closets  • Package/unpackage school supplies  • Fill supply requests  • Deliver items/supplies to various rooms using pushcart  • Demonstrate familiarity with the school’s layout, environments, and the jobs people do there  • Break down boxes  • Assemble multi-piece products | • Sort school supplies  • Load books on library cart  • Unload books from library cart  • Stock items in library/gym/cafeteria  • Stock supply closets  • Package/unpackage school supplies  • Fill supply requests  • Deliver items/supplies to various rooms using pushcart  • Demonstrate familiarity with the school’s layout, environments, and the jobs people do there  • Break down boxes  • Assemble multi-piece products | • Sort school supplies  • Load books on library cart  • Unload books from library cart  • Stock items in library/gym/cafeteria  • Stock supply closets  • Package/unpackage school supplies  • Fill supply requests  • Deliver items/supplies to various rooms using pushcart  • Demonstrate familiarity with the school’s layout, environments, and the jobs people do there  • Break down boxes  • Assemble multi-piece products  • Get the materials and supplies needed for the job  • Take care of tools (or ask for help)  • Prepare packages for shipment by mail or UPS- Fed EX  • Learn to use equipment safely and responsibly | • Sort school supplies  • Load books on library cart  • Unload books from library cart  • Stock items in library/gym/cafeteria  • Stock supply closets  • Package/unpackage school supplies  • Fill supply requests  • Deliver items/supplies to various rooms using pushcart  • Demonstrate familiarity with the school’s layout, environments, and the jobs people do there  • Break down boxes  • Assemble multi-piece products  • Get the materials and supplies needed for the job  • Take care of tools (or ask for help)  • Prepare packages for shipment by mail or UPS- Fed EX  • Learn to use equipment safely and responsibly |

DOMAIN: Vocational

## SUB DOMAIN: Industrial – Retail (Department Store)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Retail**  **(Department Store)** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking and Listening  1.1  Mathematics  2.1, 2.6  Science and Technology  3.7  Health, Safety and Physical Education  10.5 | **Retail (Department Store)** | | | | |
| • Put toys/supplies away in appropriate place | • Put toys/supplies away in appropriate place  • Fold towels  • Match socks  • Hang clothing on hangers  • Un-package school supplies  • Identify “top,” “this side up,” “fragile,” “handle with care”  • Hang clothing on hangers  • Hang clothing on skirt/pant hangers | • Put toys/supplies away in appropriate place  • Fold towels  • Match socks  • Hang clothing on hangers  • Un-package school supplies  • Identify “top,” “this side up,” “fragile,” “handle with care”  • Hang clothing on hangers  • Hang clothing on skirt/pant hangers  • Hang clothes by size  • Hang clothes by category  • Place hangers on rack in designated direction | • Put toys/supplies away in appropriate place  • Fold towels  • Match socks  • Hang clothing on hangers  • Un-package school supplies  • Identify “top,” “this side up,” “fragile,” “handle with care”  • Hang clothing on hangers  • Hang clothing on skirt/pant hangers  • Hang clothes by size  • Hang clothes by category  • Place hangers on rack in designated direction  • Get the materials and supplies needed for the job  • Take care of tools (or ask for help)  • Stock items in designated place  • Straighten items/merchandise on shelves  • Sack merchandise  • Price items in designated place by hand with stickers  • Use price gun for stamps/stickers/plastic loops | • Put toys/supplies away in appropriate place  • Fold towels  • Match socks  • Hang clothing on hangers  • Un-package school supplies  • Identify “top,” “this side up,” “fragile,” “handle with care”  • Hang clothing on hangers  • Hang clothing on skirt/pant hangers  • Hang clothes by size  • Hang clothes by category  • Place hangers on rack in designated direction  • Get the materials and supplies needed for the job  • Take care of tools (or ask for help)  • Stock items in designated place  • Straighten items/merchandise on shelves  • Sack merchandise  • Price items in designated place by hand with stickers  • Use price gun for stamps/stickers/plastic loops  • Use “exacto” blade to open boxes  • Put cardboard boxes and paper trash in compactor |

DOMAIN: Vocational

## SUB DOMAIN: Retail (Grocery)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Functional Skills Area &  PA State Standards for  **Retail (Grocery)** | School/Community | | | | |
| Preschool  (Ages 3-5) | Elementary  (Ages 6-10) | Intermediate  (Ages 11-13) | Secondary  (Ages 14-18) | Post-Secondary  (Ages 19-21) |
| Reading, Writing, Speaking and Listening  1.1  Mathematics  2.1, 2.6  Science and Technology  3.7  Geography  7.2  Health, Safety and Physical Education  10.5 | **Retail (Grocery)** | | | | |
| • Put toys/supplies away in appropriate place | • Put toys/supplies away in appropriate place  • Identify food items by groups (dairy, frozen, canned goods, cleaning products, meats, fruits and veggies, etc.  • Un-package school supplies  • Restock supplies in designated area (storage closet, pantry)  • Unpack groceries | • Put toys/supplies away in appropriate place  • Identify food items by groups (dairy, frozen, canned goods, cleaning products, meats, fruits and veggies, etc.  • Un-package school supplies  • Restock supplies in designated area (storage closet, pantry)  • Unpack groceries  • Locate items in a grocery store  • Separate items at check out by groups (dairy, frozen, canned goods, cleaning products, meats, fruits and veggies, etc.) | • Put toys/supplies away in appropriate place  • Identify food items by groups (dairy, frozen, canned goods, cleaning products, meats, fruits and veggies, etc.  • Un-package school supplies  • Restock supplies in designated area (storage closet, pantry)  • Unpack groceries  • Locate items in a grocery store  • Separate items at check out by groups (dairy, frozen, canned goods, cleaning products, meats, fruits and veggies, etc.)  • Get materials and supplies needed for bagging  • Bag groceries (follow store guidelines)  • Stock items in designated place  • Straighten items/merchandise shelves  • Price items in designated place by hand with stickers  • Use price gun for stamps/stickers/plastic loops  • Return shopping cart to designated area | • Put toys/supplies away in appropriate place  • Identify food items by groups (dairy, frozen, canned goods, cleaning products, meats, fruits and veggies, etc.  • Un-package school supplies  • Restock supplies in designated area (storage closet, pantry)  • Unpack groceries  • Locate items in a grocery store  • Separate items at check out by groups (dairy, frozen, canned goods, cleaning products, meats, fruits and veggies, etc.)  • Get materials and supplies needed for bagging  • Bag groceries (follow store guidelines)  • Stock items in designated place  • Straighten items/merchandise shelves  • Price items in designated place by hand with stickers  • Use price gun for stamps/stickers/plastic loops  • Return shopping cart to designated area |

### Vocational Skills Checklist

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Basic Work Habits (Punctuality/Attendance)** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Transition from activities when directed including on and off site transitions  Comments: |  |  |
| Follow a set daily schedule  Comments: |  |  |
| Initiate work activity promptly upon arrival at work site / activity  Comments: |  |  |
| Arrive at preset time for activities  Comments: |  |  |
| Use time card or sign in/out sheet  Comments: |  |  |
| Follow a work training schedule/calendar in order to know days to work  Comments: |  |  |
| Request for days off and plan ahead one month for conflicting activities  Comments: |  |  |

**Vocational Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Career Planning** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Identify Parent/Guardian job (if applicable)  Comments: |  |  |
| Identify work environment preferences and skills  Comments: |  |  |
| Identify appropriate work attire  Comments: |  |  |
| Complete interest inventory  Comments: |  |  |
| Dictate or fill out job applications  Comments: |  |  |
| Practice for interviews  Comments: |  |  |
| Participate in mock interviews with non familiar people  Comments: |  |  |
| Participate in off site visitations- job shadows, community based vocational assessments  Comments: |  |  |
| Go to appropriate person for problems or questions  Comments: |  |  |
| Work well with a peer  Comments: |  |  |
| Help others as needed with tasks when asked  Comments: |  |  |
| Work well with diverse people (race, sex, ethnicity)  Comments: |  |  |
| Participate in job specific training  Comments: |  |  |
| Participate in job evaluation  Comments: |  |  |
| Seek additional vocational rehabilitation services  Comments: |  |  |

**Vocational Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Clerical** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Compare and sort common objects by one physical attribute (i.e., color, shape, texture, size, weight with modeling and prompts  Comments: |  |  |
| Stuff multiple envelopes  Comments: |  |  |
| Stamp with rubber pad on one designated spot  Comments: |  |  |
| Apply stickers/labels to papers  Comments: |  |  |
| Apply stamps to envelopes  Comments: |  |  |
| Use paper clips to attach papers  Comments: |  |  |
| Staple school papers  Comments: |  |  |
| Sort papers by color/name/number/code  Comments: |  |  |
| Deliver written messages with escort  Comments: |  |  |
| Deliver small packages with escort  Comments: |  |  |
| Cut with scissors (ie. school project with close supervision)  Comments: |  |  |
| Use computer for class projects  Comments: |  |  |
| Use school & reusable papers/documents: fold papers, stuff manila/letter size envelopes  Comments: |  |  |
| Collate 2-3 different pieces of paper  Comments: |  |  |
| Sort note cards into file system by first letter of alphabet or numbers up to 20  Comments: |  |  |
| Put mail in mail slots  Comments: |  |  |

**Vocational Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Clerical (continued)** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Deliver multiple packages using a pushcart  Comments: |  |  |
| Sharpen pencils, using manual or electric pencil sharpener  Comments: |  |  |
| Open/close envelopes with resealable flaps/brad fasteners/string fasteners  Comments: |  |  |
| Use hand hole-punch  Comments: |  |  |
| Use three hole-punch  Comments: |  |  |
| Collate 3-4 papers  Comments: |  |  |
| Compare and sort common objects according to two or more physical attribute (i.e., color, shape, texture, size, weight)  Comments: |  |  |
| File notes/papers into file system by first letter of alphabet or numbers up to 50  Comments: |  |  |
| Deliver written messages  Comments: |  |  |
| Deliver simple verbal messages  Comments: |  |  |
| Make photocopies with assistance  Comments: |  |  |
| Use paper shredder  Comments: |  |  |
| Use computer for simple data entry  Comments: |  |  |
| Open sealed envelopes with letter opener  Comments: |  |  |

**Vocational Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Clerical (continued)** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Collate 5 + pieces of papers  Comments: |  |  |
| Answer phone with appropriate greeting  Comments: |  |  |
| Apply binding tape to package boxes with assistance  Comments: |  |  |

**Vocational Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Janitorial/Custodial** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Bring chair(s) to group  Comments: |  |  |
| Throw trash in trash can  Comments: |  |  |
| Put toys/supplies away in appropriate container  Comments: |  |  |
| Wipe place at table with sponge/cloth/paper/towel  Comments: |  |  |
| Straighten desks/chairs at end of school day  Comments: |  |  |
| Pick up trash in classroom  Comments: |  |  |
| Erase chalkboard/ dry erase boards  Comments: |  |  |
| Dust with dry cloth/feather duster  Comments: |  |  |
| Arrange tables/chairs for special functions  Comments: |  |  |
| Place plastic liner(s) into trash can(s)  Comments: |  |  |
| Remove filled plastic trash bags and tie to close  Comments: |  |  |
| Crush cans using crusher  Comments: |  |  |
| Stock supplies on shelves  Comments: |  |  |
| Wipe tables, counters, sinks, stoves, equipment with sponge  Comments: |  |  |
| Fill vending machines  Comments: |  |  |
| Collect money from vending machines  Comments: |  |  |

**Vocational Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Janitorial/Custodial (continued)** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Sweep with household broom/carpet sweeper/push broom  Comments: |  |  |
| Vacuum carpet  Comments: |  |  |
| Pick up trash on school grounds/ job site  Comments: |  |  |
| Sort items for recycling  Comments: |  |  |
| Clean windows/ mirrors/display cases  Comments: |  |  |
| Refill dispensers-soap, paper towels, toilet paper, disposable cups  Comments: |  |  |
| Sweep with household broom/carpet sweeper/push broom  Comments: |  |  |
| Vacuum carpet/empty bag  Comments: |  |  |
| Mop using wringer bucket  Comments: |  |  |
| Hose off sidewalks  Comments: |  |  |
| Understand equipment safety and responsibility  Comments: |  |  |

**Vocational Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Food Service** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Practice good personal hygiene  Comments: |  |  |
| Identify, sort , classify objects by attribute and identify objects that do not belong in a particular group  Comments: |  |  |
| Assist in setting table  Comments: |  |  |
| Fold napkins  Comments: |  |  |
| Distribute snacks in classroom  Comments: |  |  |
| Assist in preparation of simple snack  Comments: |  |  |
| Clear own place  Comments: |  |  |
| Take own dishes to sink  Comments: |  |  |
| Put away silverware  Comments: |  |  |
| Wrap/Unwrap food with plastic wrap/foil  Comments: |  |  |
| Fill drink cup with liquid  Comments: |  |  |
| Spread with knife  Comments: |  |  |
| Screw/Unscrew bottle tops  Comments: |  |  |
| Open ring-pull cans  Comments: |  |  |
| Use spoon/ wire whisk to mix  Comments: |  |  |
| Open/close zip-lock bags  Comments: |  |  |

**Vocational Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Food Service (continued)** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Fasten/unfasten twist ties  Comments: |  |  |
| Tear open food boxes properly  Comments: |  |  |
| Seal Tupperware container  Comments: |  |  |
| Rinse dishes  Comments: |  |  |
| Load/unload dishwasher  Comments: |  |  |
| Wash dishes  Comments: |  |  |
| Wrap utensils in napkin  Comments: |  |  |
| Cut fruit vegetable//food with knife for a side dish/ salad  Comments: |  |  |
| Use manual/electric can opener  Comments: |  |  |
| Use hand rotary beater/whisk  Comments: |  |  |
| Wipe off table(s) with sponge/cloth in classroom/cafeteria  Comments: |  |  |
| Wear gloves to prepare food  Comments: |  |  |
| Demonstrate basic food preparation skills  Comments: |  |  |
| Use microwave to heat up one food item  Comments: |  |  |
| Use ounce scale for pre-weighing items  Comments: |  |  |
| Use manual/industrial/electric can opener  Comments: |  |  |

**Vocational Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Food Service (continued)** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Operate electric mixer  Comments: |  |  |
| Sanitize equipment  Comments: |  |  |
| Load/unload commercial dishwasher  Comments: |  |  |
| Replace condiments on tables  Comments: |  |  |
| Fill food service dispensers  Comments: |  |  |
| Perform food service tasks in a restaurant setting  Comments: |  |  |

**Vocational Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Groundskeeping** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Water houseplants  Comments: |  |  |
| Plant seed in small pot  Comments: |  |  |
| Pick up trash/ clippings  Comments: |  |  |
| Rake leaves  Comments: |  |  |
| Pull weeds  Comments: |  |  |
| Sweep porches/sidewalks with hand broom/push broom  Comments: |  |  |
| Use hose to water outdoor plants/ lawn  Comments: |  |  |
| Shovel snow  Comments: |  |  |
| Set / adjust sprinklers  Comments: |  |  |
| Spread salt to melt ice  Comments: |  |  |
| Use clippers to trim shrubs  Comments: |  |  |
| Plant vegetable plants  Comments: |  |  |
| Plant flower beds  Comments: |  |  |
| Use shovel to plant / dig hole for a tree or shrub  Comments: |  |  |
| Use spreader for fertilizer and grass seed  Comments: |  |  |

**Vocational Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Groundskeeping (continued)** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Use push mower under supervision  Comments: |  |  |
| Use weed whacker  Comments: |  |  |
| Use edger manually /electrically  Comments: |  |  |

**Vocational Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Industrial/Warehousing** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Sort school supplies  Comments: |  |  |
| Load books on library cart  Comments: |  |  |
| Unload books from library cart  Comments: |  |  |
| Stock items in library/gym/cafeteria  Comments: |  |  |
| Stock supply closets  Comments: |  |  |
| Package/unpackage school supplies  Comments: |  |  |
| Fill supply requests  Comments: |  |  |
| Deliver items/supplies to various rooms using pushcart  Comments: |  |  |
| Demonstrate familiarity with the school’s layout, environments, and the jobs people do there  Comments: |  |  |
| Break down boxes  Comments: |  |  |
| Assemble multi-piece products  Comments: |  |  |
| Get the materials and supplies needed for the job  Comments: |  |  |
| Take care of tools (or ask for help)  Comments: |  |  |
| Prepare packages for shipment by mail or UPS- Fed EX  Comments: |  |  |
| Learn to use equipment safely and responsibly  Comments: |  |  |

**Vocational Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Retail (Department Store)** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Put toys/supplies away in appropriate place  Comments: |  |  |
| Fold towels  Comments: |  |  |
| Match socks  Comments: |  |  |
| Hang clothing on hangers  Comments: |  |  |
| Un-package school supplies  Comments: |  |  |
| Identify “top,” “this side up,” “fragile,” “handle with care”  Comments: |  |  |
| Hang clothing on hangers  Comments: |  |  |
| Hang clothing on skirt/pant hangers  Comments: |  |  |
| Hang clothes by size  Comments: |  |  |
| Hang clothes by category  Comments: |  |  |
| Place hangers on rack in designated direction  Comments: |  |  |
| Get the materials and supplies needed for the job  Comments: |  |  |
| Take care of tools (or ask for help)  Comments: |  |  |
| Stock items in designated place  Comments: |  |  |
| Straighten items/merchandise on shelves  Comments: |  |  |
| Sack merchandise  Comments: |  |  |

**Vocational Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Retail (Department Store) (continued)** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Price items in designated place by hand with stickers  Comments: |  |  |
| Use price gun for stamps/stickers/plastic loops.  Comments: |  |  |
| Use “exacto” blade to open boxes  Comments: |  |  |
| Put cardboard boxes and paper trash in compactor  Comments: |  |  |

**Vocational Skills Checklist**

**Student Name:**

|  |  |  |
| --- | --- | --- |
| **Retail (Grocery)** | | |
| Skill | Date Completed  Teacher Initials | Prompted (P)  Independent (I) |
| Put toys/supplies away in appropriate place  Comments: |  |  |
| Identify food items by groups (dairy, frozen, canned goods, cleaning products, meats, fruits and veggies, etc.  Comments: |  |  |
| Un-package school supplies  Comments: |  |  |
| Restock supplies in designated area (storage closet, pantry)  Comments: |  |  |
| Unpack groceries  Comments: |  |  |
| Locate items in a grocery store  Comments: |  |  |
| Separate items at check out by groups (dairy, frozen, canned goods, cleaning products, meats, fruits and veggies, etc.)  Comments: |  |  |
| Get materials and supplies needed for bagging  Comments: |  |  |
| Bag groceries (follow store guidelines)  Comments: |  |  |
| Stock items in designated place  Comments: |  |  |
| Straighten items/merchandise shelves  Comments: |  |  |
| Price items in designated place by hand with stickers  Comments: |  |  |
| Use price gun for stamps/stickers/plastic loops  Comments: |  |  |
| Return shopping cart to designated area  Comments: |  |  |

### Educational Resources: Vocational Domain