

# Programming for Individual Needs

## Alternate (Functional) Curriculum

### Curriculum Guide

**Department  
of  
Education**

**Division of  
Student  
Support  
Services**

**2008**

#### **Inside**

*How to use this Guide*

*Career Development Domain*

*Personal Development  
Interpersonal Skills Domain*

*Independent Living Domain*

*Functional Academics Domain*

*References*

**Table of Contents**

**Acknowledgements** .....v-vi

**Section 1: Introduction** ..... 1

**Section 2: How to use this Guide** ..... 2

**Section 3: Inclusion** ..... 4

**Section 4: Functional Curriculum**..... 6

**Section 5: Career Development Domain**..... 9

**5.1 Personal Management Strand** ..... 11

**5.2 Career Exploration and Awareness Strand** ..... 16

**5.3 Career Preparation and Experience Strand** .....18

**Section 6: Personal Development/Interpersonal Domain**..... 21

**6.1 Citizenship Strand** ..... 23

**6.2 Social Development Strand** ..... 24

**6.3 Communication Strand** ..... 27

**6.4 Healthy Living Strand** ..... 34

**Section 7: Independent Living Domain**..... 42

**7.1 Personal Care Strand** ..... 44

**7.2 Domestic Skills Strand** ..... 50

**7.3 Money Skills Strand** ..... 54

**7.4 Safety Skills Strand** ..... 56

**Section 8: Functional Academics Domain** ..... 57

**8.1 Reading Strand** ..... 58

**8.2 Numeracy Strand** ..... 61

<b>8.3 Writing Strand .....</b>	<b>64</b>
<b>8.4 Technology/Computer Skills Strand .....</b>	<b>66</b>
<b>References.....</b>	<b>70</b>

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***“Not every child has an equal talent or an equal ability or equal motivation, but children have the equal right to develop their talents, their abilities and their motivation.”*** - John Fitzgerald Kennedy

## **Section 1: Introduction**

Part of the mandate of the Department of Education is to ensure that the students throughout Newfoundland and Labrador have the opportunity to demonstrate knowledge, skills and aptitude in the Essential Graduation Learnings. Within this context, the Government and school districts, which directly operate schools, have a responsibility to address the education needs of all students, including those with identified exceptionalities, within their jurisdictions (Student Support Services Draft Policy Manual, 2005).

Special education programs and services for students are dependent on the screening, and identification of individual strengths and needs, and the presence of an exceptionality as determined through formal and informal comprehensive assessment. Special education recognizes the uniqueness of the individual, therefore, the program and services determined for the student should match the student's unique learning needs.

The needs of most students can be met through the provincially prescribed curriculum, accommodations, modified courses, alternate programs, or alternate courses. However, when it has been determined through formal and informal assessment and the educational planning process that the student's needs cannot be met through these options, an alternate (functional) curriculum may be required. As well, under the *Model of Coordination of Services to Children and Youth*, students who access two or more services from two or more agencies will have an Individual Support Services Plan (ISSP).

The focus of a functional curriculum is the enhancement of independence through the teaching of functional life skills. The curriculum emphasizes life skills that children and youth with severe cognitive disabilities require in their current environments and will require in future environments. Life skills include such skills as, personal care, social skills, money identification and management, communication skills, food preparation, recreation and leisure. The development and implementation of a student's program must respect the personal choice of each individual and occur within a supported decision making process. The functional curriculum identifies "what" is to be taught (outcomes). Then, using the functional curriculum guide, educators individualize the student's program to include outcomes that build on strengths and address needs. In the implementation of the curriculum, it is important that educators focus on the transfer and generalization of knowledge and skills to everyday life situations.

**Section 2: How to Use This Guide**

The functional curriculum is comprised of four domains: career education, personal development/interpersonal skills, independent living and functional academics. Each domain area is subdivided into strands, each strand is subdivided into topics and each topic contains outcomes. The outcomes will be used by the student’s planning team to design the student’s educational plan and form the foundation of the student’s program.

<b>Domain 1: Career Development</b>	
<b>Strands</b>	<b>Functional Skills Outcomes</b>
<b>Personal Management</b>	Managing Behaviour and Conduct Social Skills Sensory Awareness and Management Self-awareness Self-esteem Personal Safety Time Management Building Relationships Citizenship Self-advocacy Organization Personal Hygiene
<b>Career Exploration and Awareness</b>	Money and Money Management Decision Making Goal Setting Conflict Resolution Change and Growth
<b>Career Preparation and Experience</b>	Resume Development/Interview Preparation Learning/Transferring Specific Skills for Various Jobs
<b>Domain 2: Personal Development/Interpersonal Skills</b>	
<b>Strands</b>	<b>Functional Skills Outcomes</b>
<b>Citizenship Strand</b>	Conservation Community Awareness
<b>Social Development Strand</b>	Self-understanding/Self-esteem Building and Maintaining Healthy Relationships Demonstrating Respect for Self and Others
<b>Communication Strand</b>	Emergent Language Augmentative Communication Vocabulary Listening Speaking Questions Pragmatics



<p><b>Domain 2: Personal Development/Interpersonal Skills (cont'd)</b></p> <p><b>Healthy Living Strand</b></p>	<p><b>Domain 2: Personal Development/Interpersonal Skills (cont'd)</b></p> <p>Nutrition            Fitness and Physical Activity            Gross Motor Skills            Fine Motor Skills            Leisure Activities            Group Membership            Sexuality</p>
<p><b>Domain 3: Independent Living</b></p>	
<p><b>Strands</b></p>	<p><b>Functional Skills Outcomes</b></p>
<p><b>Personal Care Strand</b></p>	<p>Grooming and Personal Hygiene            Eating and Drinking            Dressing and Undressing            Toileting            Orientation/Mobility/Travel            Assistive Technology</p>
<p><b>Domestic Skills Strand</b></p>	<p>Meal Preparation            Shopping            Housekeeping            Laundry and Clothing Care            First Aid            Telephone Skills            Home Maintenance</p>
<p><b>Money Skills Strand</b></p>	<p>Purchasing            Budgeting and Planning            Banking</p>
<p><b>Safety Skills Strand</b></p>	<p>Physical Safety            Personal Safety</p>
<p><b>Domain 4: Functional Academics</b></p>	
<p><b>Strands</b></p>	<p><b>Functional Skills Outcomes</b></p>
<p><b>Reading Strand</b></p>	<p>Pre-reading Skills            Phonological Awareness Skills            Early Reading Skills            Functional Reading Skills</p>
<p><b>Numeracy Strand</b></p>	<p>Money Skills            Number Skills            Time Skills            Measurement Skills            Computation Skills</p>
<p><b>Writing Strand</b></p>	<p>Physical/Motor Writing Skills            Functional Writing</p>
<p><b>Technology/Computer Skills Strand</b></p>	<p>Computer Skills            Keyboarding            Using the Internet            Using Common Technological Devices</p>

As transition planning is integral to the development of a student's program, it is essential that teams develop and implement transition plans for all transition periods. Transition planning, which is critical to ensuring the continuum of services and supports to facilitate the attainment of individual goals, is necessary to support students during the change process as they integrate into a variety of settings. The transition through the grades, from school to school and from secondary school to post-school life are major transition periods in a student's life and require planning that involves the coordination and integration of services from home, community and educational partners.

The intent of the guide is to give educators and families suggestions for skill development. As such, it is not intended that educators be limited to only the outcomes outlined in the guide when developing the student's program plan. For example, an individual student may have other school related, family and/or community needs that are not included in the lists of outcomes offered in this guide. Nevertheless, it may be necessary for the student to learn these specific skills in order to function as independently as possible in his/her environments. In which case, these needs would be included in the student's program plan.

Under each domain there are several strands. The student's team may find that the outcomes outlined under a specific strand are not relevant for an individual student. For example, the outcomes for toileting skills may not be applicable for a particular student as he/she has mastered these outcomes. Therefore, no skill development for this area would be included in his or her Individual Education Plan (IEP). Rather, the team would focus on other skill areas that reflect the student's needs.

Teachers may also identify outcomes from the provincial curriculum that can be incorporated into a student's program. The fact that outcomes come from other sources other than this guide is not an issue of concern. What is important is that the outcomes identified for the student address chronologically age-appropriate skills, are related to the four domains of the functional curriculum, reflect the student's strengths and address the student's needs. However, keep in mind that outcomes **must be identified under all domains** but not necessarily from all strands of each domain.

As the team develops and implements teaching and learning experiences and activities, they need to outline each skill that will be targeted through the experience or activity. If a community field trip is organized for example, the skills that will be targeted for that trip will be part of the learning experience for the individual students participating. For one of the students a targeted skill might be to initiate at least two greetings, while a targeted skill for another student might be to demonstrate courteous behaviour by saying 'please' and 'thank you' in appropriate situations.

**Section 3: Inclusion**

Inclusive education is based on an attitude and value system that respects and embraces diversity and difference. An inclusive school environment is more reflective of the society the child or youth lives in, will grow up in and eventually work in. Within inclusive school communities all students are welcomed as contributing members, with the right to a quality educational program in the company of their peers that meets their identified learning needs and enriches their lives. Students who are included with their peers in educational settings have enhanced physical, mental health and self-esteem and develop skills that promote independence. “Successful inclusive education requires members of the school community to share responsibility for all students and work together to support learning and development” (Walther-Thomas et al., 2000). There is collaboration among regular class teachers, special education teachers and other professionals regarding students’ programming and teaching and learning environments.

All students, including those students who require a functional curriculum, require access to a continuum of supports and services to enable full participation. As such, there may be aspects of a student’s program that is addressed within the context of a small group setting outside the regular classroom, while some outcomes may be best met in home or community environments. Thus, functional curriculum outcomes can be achieved within the context of some regular curriculum and school activities and functions. For example, program outcomes can be met as a student interacts with his or her peers in the organization and management of a school canteen, as a participant in the school’s drama club or choir or as a member of the student council, etc. Specifically, the outcomes listed in the social skills strand of the personal management/interpersonal domain can be addressed in all school environments. As well, physical education classes provide excellent opportunities for students accessing a functional curriculum to enhance the development of many social skills. The types of activities offered in these classes, at any age level, foster team building skills, cooperation and how to accept winning and losing in an appropriate manner, to name just a few. In addition, for primary aged students, the provincial social studies curriculum includes social skills outcomes such as playing, sharing, group work, solving problems together, making plans and accepting decisions. What better place for the students to learn and practice these skills than in the day-to-day interactions between same age peers in inclusive class environments.

There are many similarities between learning outcomes of the functional curriculum and prescribed curriculum outcomes. For example, both the clothing care strand of the intermediate home economics course and outcomes in the independent living domain, include outcomes related to the reasons why people wear clothing, how clothing choices are made, how to care for clothing and procedures for cleaning clothes. As well, they both address domestic skills such as meal preparation, shopping and housekeeping. Also, at the senior high level, you will also find many of the same outcomes outlined in the Career Development 2201 course as you will find in the career development domain of the functional curriculum. For example, the purpose of the Personal Management Unit of Career Development, 2201 is stated as such: “The purpose of this unit is to provide students with an opportunity to engage in personal reflection, develop an enhanced awareness of “self” and understand the connection between “self” and “others”. Topics addressed include: self awareness, personal interactions, personal growth and decision making. Therefore, it is conceivable that students at the senior high level, who are accessing a

functional curriculum, will have many of the outcomes under this domain of their program delivered within inclusive class settings.

## Section 4: Functional Curriculum

As defined in the document, *Using Our Strengths* (1992), learning via a functional curriculum encompasses the student's life choices, his or her community, school, work and family; it is a process whereby the team engages, with the individual, in supported decision making and the selection of experiences to enhance independence.

Generally, students who access a functional curriculum are identified as having moderate, severe or profound impairments in cognition and severe deficits in adaptive functioning as evaluated through the comprehensive assessment process. These students have significant challenges learning, maintaining and generalizing new skills, and have not kept pace with same age peers in the acquisition of skills. Direct instruction is needed, at all levels of schooling, to address skill development in functional academics, decision making, problem solving and the facilitation, initiation or contribution of new or related ideas to new learning environments (*Using Our Strengths*, 1992).

A functional curriculum focuses on functional skill development necessary for enhanced participation in society as adults. It is a curriculum that starts early in the student's schooling, focuses on skills that are demanded in everyday life and incorporates the student's present and future strengths and needs.

The educational component of the student's program will be defined by a functional level of learning outcomes in the following four domains:

1. Career Development
2. Personal Development/Interpersonal Skills
3. Independent Living
4. Functional Academics

The functional skills (outcomes) need to be chronologically age-appropriate and reflect student's strengths and individual life choices. The student's program **must** include functional skills from each of the four domains to ensure the student receives a well-rounded program. The level and depth of the skills within each of the four domains will depend on the student's identified strengths, needs, and goals.

It is imperative that instructional strategies use real-life materials that are likely to be found in the home, school, work and community environments. If a natural setting is not available or not feasible, then classroom simulations may be required.

Focus must be placed on skills which result in enhanced independence now or in the future for the student. Educators need to ask how this skill will be used, under what circumstances, why and when the skill is needed and how will it lead to greater independence for the child and youth (Bender, Valletutti & Baglin, 1999, p 6). Answers to these questions will guide the educators in the development of the student's educational plan.

When defining student outcomes it might also be useful to consider skills being used by same age peers. For example, if peers are using personal video games at recess time, this might be a useful skill to teach the student. Also, the needs of the family will be an important consideration. If helping with family chores such as making a bed, tidying a room or sorting the silverware is important, these could become targeted skills. Participation in bowling, swimming or shooting baskets with peers not only increases the student's physical fitness but also enhances communication skills, social interactions and inclusion in the community. On another note, having a fifteen year old student complete a colouring sheet, a task more appropriate for a kindergarten student, might not be a suitable functional skill for this youth. Given the age you need to ask yourself the previously posed questions: How will this skill be used, under what circumstance is it needed and will it lead to greater independence for this youth? If you cannot provide satisfactory answers to all of these questions, then it is likely not a skill you need to address in the student's program plan.

Clicking on an icon below will bring you to the first page of that domain.



*Career Development*



*Personal Development/Interpersonal Skills*



*Independent Living*



*Functional Academics*

## Section 5: Career Development Domain

Career development is a lifelong, ongoing process through which learners integrate their personal, family, school, and community learning experiences to facilitate career and lifestyle choices (Cahill, 2001). Career entails the totality of one's life experiences over one's lifespan and career development refers to the factors and influences that help shape one's life story (Career Development 2201 Curriculum Guide, p.1)

Career education should be considered learning for life rather than learning for school. It ought to be a planned process, designed and delivered in a holistic rather than fragmented manner that attends to all needs of the individual with the aim to facilitate good mental health, as well as economic well-being. The best career exploration programs are developmental, linking learning to life.

In short, career education is viewed as the totality of life's experiences through which an individual learns about, prepares, and engages in work. This means that the career development domain does not stand alone within a functional curriculum. Rather, many of the outcomes of the career domain also appear in the domains of personal management/interpersonal skills, independent living, functional academic development. It is vital that we look at these similar outcomes through the lens of career if students are to be educated and supported in this domain.

Career development is divided into three strands:

- Personal Management
- Career Exploration and Awareness
- Career Preparation and Experience

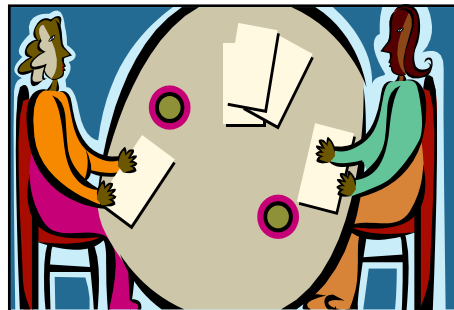
These strands, like the functional curriculum strands, are inter-related and supportive of each other. As well, outcomes for these three strands can be found in many strands of the other domains. For example, the functional skills identified for building relationships and those outlined in the citizenship strand of this domain are similar to the outcomes of the social development strand of the personal development/interpersonal skills domain. Therefore, the outcomes listed below for all strands under the career development domain are not extensive in nature as many of the outcomes are found in other strands in each of the other domains. As mentioned earlier in this guide, some outcomes are not exclusive to one strand or one domain; rather, they are imbedded across a number of domains. Offered below are just **some** of the outcomes that fit within the career development domain.



Clicking on an icon below will take you to the first page of that strand.



*Personal Management*



*Career Exploration and Awareness*



*Career Preparation and Experience*

## 5.1 Personal Management Strand

The purpose of the personal management strand is to enable students to develop skills conducive to keeping a job and being a productive member of society. Any career development program designed to educate and prepare students for work has personal management skills as its foundation. These personal management skills provide a bridge between behaviours in the classroom, the community, and on-the-job that are conducive to being a productive member of society.

The importance of social relationships, friendships, school community and work to a person's quality of life cannot be overemphasized. To deny students these essential components is, in essence, to deny them the opportunity to live a rich, full life. It is critical that educators address these issues as part of the curriculum. It is particularly important that educators focusing on career education build meaningful, collaborative relationships with parents, families and community members (Wehmyer, 2002).

Personal Management includes themes such as managing behaviour and conduct, social skills, sensory awareness and management, self-awareness, self-esteem, personal safety, time management, building relationships, citizenship, self-advocacy, organization and personal hygiene.

<b>Personal Management Strand</b>	
Functional Skills Outcomes	
<b>Managing Behaviour and Conduct</b>	
Student will:	<ul style="list-style-type: none"> <li>– recognize appropriate social and workplace boundaries</li> <li>– call to report absence</li> <li>– understand the importance of consistent attendance</li> <li>– consistently attend school or work</li> <li>– have an understanding of work expectations and responsibilities</li> <li>– accept constructive criticism</li> <li>– accept and correct errors</li> <li>– take responsibility for own actions</li> <li>– accept the consequences of own actions</li> <li>– understand what casual dress means in the workplace</li> </ul>
<b>Social Skills</b>	
Student will:	<ul style="list-style-type: none"> <li>– recognize the needs of others</li> <li>– exhibit empathy for others</li> <li>– make eye contact</li> <li>– initiate conversation</li> <li>– share with others</li> <li>– complete a task which involves another person</li> <li>– use socially appropriate greetings</li> </ul>

- use socially appropriate language
- understand socially inappropriate behaviour (e.g., hands in pants, fingers in nose or mouth, hitting, throwing, spitting)
- demonstrate appropriate telephone skills

### **Sensory Awareness and Management**

Student will:

- demonstrate an awareness of sensory needs
- choose strategy to address sensory needs
- use strategy to address sensory needs
- learn several strategies to address specific sensory needs
- independently choose appropriate strategy to address sensory need when a number of choices are presented
- independently use appropriate strategies to address specific sensory needs in many environments
- apply self-regulation of sensory needs

### **Self-awareness**

Student will:

- recognize his/her likes and dislikes
- communicate his/her likes and dislikes
- recognize personal strengths
- communicate personal strengths
- recognize personal needs
- communicate personal needs
- recognize emotional strengths

*\* refer to self-awareness/self-esteem strand in the personal development/interpersonal skills domain for additional outcomes*

### **Self-esteem**

Student will:

- identify positive characteristics of self
- recognize his/her place in the family
- identify how family members show that they care for him/her
- identify how he/she contributes to the family
- recognize friend connections
- identify how friends show that they care for him/her
- identify how he/she shows caring for friends
- recognize ways he/she is a good friend
- recognize that he/she can do things
- talk about what he/she does well
- recognize ways he/she is helpful to neighbours
- identify ways her/she contributes to the community
- identify things he/she is proud of

*\* refer to self-awareness/self-esteem strand in personal development/interpersonal skills domain for additional outcomes*

**Personal Safety**

Student will:

- identify safety, survival, directional, and environmental signs (e.g., exit, wheelchair, washroom, slippery floor, hard hats).
- identify WHMIS (Workplace Hazardous Materials Information System) signs
- follow safety rules specific to their work environment (e.g., safety check list)
- remain in designated work zones
- recognize and appropriately respond to environmental cues (e.g., fire alarms, sirens)

**Time Management**

Student will:

- arrive on time for school or work
- leave on time from school or work
- be punctual for meetings, classes, etc
- be punctual for activities
- demonstrate an understanding of time management at school, home and work
- identify tips for organization of time at home,
- identify tips for organization of time at school
- identify tips for organization of time at work
- demonstrate knowledge of beginning and ending of a task
- know when to move from one activity to another
- keep a daily schedule
- learn to create a ‘to-do list’

*\* refer to the social development strand in personal development/interpersonal skills domain for additional outcomes*

**Building Relationships**

Student will:

- respond to a social greeting
- vocalize in response to attention
- reciprocate greetings and farewells
- say name during introductions
- engage in socially appropriate behaviours in the work place
- talk about subject matter appropriate to the situation
- initiate group activities and conversations
- identify the qualities of a friend
- identify a friend in the work place
- identify ways to make and keep friendships
- identify how one’s personal behaviours affect others

*\* refer to social development strand in personal development/interpersonal skills domain for additional outcomes*

**Citizenship**

Student will:

- develop community awareness
- know name of his/her community

- state his/her own address
- identify ways to take care of his/her community
- give examples of appropriate ways to dispose of waste in his/her community
- understand the importance of recycling
- identify ways people can help keep the environment clean
- demonstrate awareness of community services for homeless and neglected animals
- give examples of poaching
- identify community services to meet specific needs (e.g., health agencies, leisure and recreation services, fire department)

*\* refer to the citizenship strand in personal development/interpersonal skills domain for additional outcome*

### **Self-advocacy**

Student will:

- identify activities he/she would like to do
- identify activities he/she has no interest in doing
- communicate his/her personal needs to another individual
- express the desire to participate in making decisions about himself/herself
- recognize the right to speak out and be heard about issues concerning himself/herself
- identify his/her right to services
- speak out about his/her right to services
- identify people to speak with if his/her rights are being violated
- demonstrate an understanding of the right to citizenship and community involvement

### **Organization**

Student will:

- recognize and care for personal belongings
- recognize personal work space and the work space of others
- keep an accurate record of work (e.g., punch clock, check list)
- recognize task completion
- recognize beginning and end of task
- recognize time limits on task
- recognize start and finish times
- recognize when to move from one task to another
- recognize a schedule
- read a schedule
- follow a schedule
- participate in the development of a schedule
- use appropriate technology to complete a task (e.g., on/off switch)

### **Personal Hygiene**

Student will:

- recognize the importance of presenting a clean appearance in the workplace
- identify behaviours inappropriate to the workplace and in the presence of others (e.g., hands in pants, fingers in nose)

- use napkin to clean hands and face after eating
- brush teeth after a snack or a meal
- wash hands after using washroom facilities
- do not talk about body functions in the presence of co-workers
- cover nose with a tissue when sneezing
- clean up own work place and eating area
- recognize appropriate social and workplace boundaries

*\* refer to personal care strand of personal development domain for additional outcomes*

## 5.2 Career Exploration and Awareness Strand

The purpose of the career exploration and awareness strand is to enable students to develop an awareness of the career options available to them and the opportunity to explore these options. In addition, students will develop career related skills.

There exists a serious need to teach and support students and provide models and opportunities to exercise new skills that facilitate changing behaviour and increasing community involvement.

An educational program that provides pro-active strategies to enable an individual to build on their strengths, anticipate their needs and preferences is an effective model to facilitate an individual's inclusion into school and community settings.

Career exploration and awareness includes themes such as money and money management, decision making, goal setting, conflict resolution, change and growth. Several functional skills outcomes for this strand are listed in the table below.

<b>Career Exploration and Awareness Strand</b> Functional Skills Outcomes
<p><b>Money and Money Management</b> Student will:</p> <ul style="list-style-type: none"> <li>– understand that work involves both paid and unpaid work experiences</li> <li>– demonstrate an understanding of the concept of work for pay</li> <li>– understand that there is an exchange of money for service</li> <li>– check with a support person to ensure that their pay is correct</li> <li>– use a calculator to multiply time worked by hourly wages to estimate earnings</li> <li>– understand the concept of budgeting</li> </ul> <p><b>Decision Making</b> Student will:</p> <ul style="list-style-type: none"> <li>– identify reasons for working</li> <li>– identify job/career opportunities within their school or community</li> <li>– identify job/career opportunities outside their school or community</li> <li>– identify the type of work preferences</li> <li>– identify neighbourhood services and potential employers</li> <li>– identify potential job sites for sources of employment</li> <li>– become required training and qualifications for particular jobs</li> <li>– choose between a number of work tasks in the school, home and community environments</li> <li>– access support from family and friends to make a career choice</li> <li>– choose from the number of careers that match his/her interest and skills</li> <li>– choose neighbourhood services that can meet his/her needs</li> </ul>

**Goal Setting**

Student will:

- demonstrate an understanding of task commitment
- access support to develop personal goals
- be aware of available jobs which match specific interests and goals
- identify preferences regarding hours or type of work
- choose between work placements offered to him/her
- become familiar with the language and components of a workplace
- be aware of time terminology related to work (e.g., hours of work, night shift, part time)
- participate in transition meetings between school and community employment

**Conflict Resolution**

Student will:

- recognize individual differences
- look at the presenting problem rather than the person
- explore creative ways to solve a problem
- accept compromise
- help the other person feel that he/she is understood
- determine the needs and concerns of the other person involved in the situation
- demonstrate willingness to work together to solve a problem
- access support of a family member, friend, co-worker to help solve a problem

**Change and Growth**

Student will:

- transition from one setting to another
- manage anxiety to change
- participate in transition meetings from school to work



### 5.3 Career Preparation and Experience Strand

The purpose of the career preparation and experience strand is to facilitate opportunities that will prepare the student for pre-career experiences within or outside the school.

Many skills that children need for a successful career are rooted in activities that they perform as part of their daily routines at home and in school. A functional curriculum assists students in the development of skills throughout their schooling. The specific outcomes chosen or created for an individual program from this strand need to be inclusive, age-appropriate and developmentally appropriate.

Career preparation and experience would include themes such as resume development/interview preparation, and learning specific skills for various jobs. Several functional skills outcomes for this strand are listed in the table below.

<b>Career Preparation and Experience Strand</b> Functional Skills Outcomes
<p><b>Resume Development / Interview Preparation</b> Student will:</p> <ul style="list-style-type: none"> <li>– identify and use resources to find employment (e.g., classified ads, bulletin boards, networking)</li> <li>– familiarize themselves with the language and components of a workplace</li> <li>– demonstrate understanding of time terminology related to work (e.g., hours of work, night shift, part time)</li> <li>– know personal data (i.e., birthday, name, address, phone number)</li> <li>– organize a resume</li> <li>– participate in a verbal interview</li> <li>– request support with the completion of forms/applications</li> <li>– use appropriate transportation</li> <li>– create a plan to get from home to work or home to school</li> <li>– implement a plan to get from home to work or home to school</li> </ul> <p><b>Learning Specific Skills for Various Jobs</b> Student will:</p> <ul style="list-style-type: none"> <li>– gain work experience within and outside school (e.g., food service, janitorial, office, service industry, housekeeping, horticultural skills, etc.)</li> <li>– demonstrate ways and means to keep a job (e.g., social skills, responsibility, workplace roles)</li> </ul> <p><b>Food Service</b></p> <ul style="list-style-type: none"> <li>– prepare snack or meal</li> <li>– put dishes away</li> <li>– assist in school cafeteria</li> <li>– turn kitchen appliances on and off</li> <li>– use kitchen appliances</li> <li>– prepare a simple snack/meal</li> <li>– assist with school breakfast, lunch, or canteen programs</li> </ul>

**Janitorial**

- assist in the physical preparation for an assembly (e.g., placing chairs, distributing programs)
- use paint and a paintbrush
- lock and unlock door
- use a light switch
- sweep floors
- assist with school recycling
- deliver newspapers or school memos to classrooms
- shovel snow
- water plants

**Office**

- locate a person in the room
- locate a building
- use a stapler
- punch a hole
- use the photocopier
- sharpen a pencil
- fold papers
- collate papers
- wrap a package
- mail a letter
- answer the telephone
- take a message
- deliver a message
- file records
- activate computer programs
- use computer programs
- demonstrate functional computer skills

**Service Industry**

- gather carts
- stack items on shelves
- sort items appropriately
- greet people/customers in a socially appropriate manner
- sell tickets for organizations
- take food orders
- operate a canteen

**Housekeeping**

- empty waste baskets
- fill toilet paper dispenser
- use appropriate amount of cleaner
- clean flat surfaces
- clean white boards and chalk boards
- clean and shine windows

- clean bathroom (tub, sink, and toilet)
- use a squeegee, broom, and wet mop
- vacuum

**Horticultural Skills**

- water plants
- plant seeds
- rake lawn
- pick up and hold simple tools safely

## **Section 6: Personal Development/Interpersonal Skills Domain**

Developing personal and interpersonal skills is an integral component of building relationships and becoming a competent member of society. The heart of a functional curriculum involves the development of social and communication skills that promotes functioning in all areas of life. Personal development growth assists with an enhanced awareness of citizenship responsibility. Also, developing healthy living practices and appropriate social skills enables the student to perform to his or her best in all areas of life. In order to facilitate the inclusion of students with disabilities within the home environment, school environment, the community and workplace, it is imperative that direct instruction focuses on the development of interpersonal competency and personal growth.

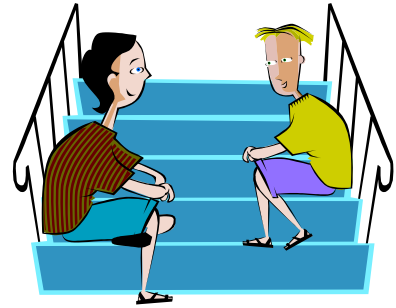
The strands of the Personal Development / Interpersonal Skills domain include:

- Citizenship
- Social Development
- Communication
- Healthy Living

Clicking on an icon below will take you to the first page of that strand.



*Citizenship Strand*



*Social Development Strand*



*Communication Strand*



*Healthy Living Strand*

## 6.1 Citizenship Strand

The citizenship strand will assist the student with understanding and assuming the role of a contributing citizen of the community. The student will realize what he or she can do to contribute to a healthier, sustainable environment and community, as well as develop interpersonal skills for the development of positive relationships with others. They will also become knowledgeable about their community, how it operates and the services available.

Subcomponents or themes within the citizenship strand include community awareness and conservation (waste disposal, recycling, environmental awareness, wilderness and wildlife).

<b>Citizenship Strand</b> (Functional Skills Outcomes)
<p><b>Conservation</b> Student will:</p> <p><b>Waste Disposal</b></p> <ul style="list-style-type: none"> <li>– give examples of ways to dispose of waste in the environment</li> <li>– understand vocabulary used in litter prevention and recycling (e.g., litter, landfills, trash, recycling)</li> <li>– identify positive and negative forms of waste disposal (e.g., recycling vs. dumpsite)</li> <li>– identify ways they dispose of waste</li> </ul> <p><b>Recycling</b></p> <ul style="list-style-type: none"> <li>– understand the rationale for recycling</li> <li>– know what recycling means</li> <li>– engage in recycling waste (e.g., sort waste, place in boxes/bags, bring to recycling centers)</li> <li>– participate in programs or activities to dispose of waste in the community, school, and home</li> <li>– visit or volunteer for a day at a local recycling depot to gain an awareness of what happens there</li> <li>– identify what items can be recycled in the local area (e.g., newspaper, plastics, bottles, metal)</li> </ul> <p><b>Environmental Awareness</b></p> <ul style="list-style-type: none"> <li>– identify ways people help and harm the environment (e.g., running the water while brushing teeth, idling cars, smoking, global warming, greenhouse effect)</li> <li>– identify ways to replenish renewable resources (e.g., planting trees, growing seedlings)</li> <li>– identify ways people help keep the environment beautiful</li> <li>– identify ways to keep the school environment beautiful</li> <li>– use reusable shopping bags</li> </ul> <p><b>Wilderness and Wildlife</b></p> <ul style="list-style-type: none"> <li>– become aware of services for homeless and neglected animals in the community (SPCA)</li> </ul>

<ul style="list-style-type: none"> <li>– identify examples of poaching</li> </ul> <p><b>Community Awareness</b></p> <p>Student will:</p> <ul style="list-style-type: none"> <li>– explain how people live together in families/homes/communities</li> <li>– give the name of his/her community</li> <li>– give his/her address</li> <li>– explain how all communities are not alike</li> <li>– tell the occupation of his/her parents</li> <li>– tell that people get paid for what they do</li> <li>– explain how people get from one place to another within the community</li> <li>– find various areas in the neighbourhood and school by looking at a map</li> <li>– tell the name of his/her province</li> <li>– tell the name of his/her country</li> <li>– tell that the world is made up of land and water</li> <li>– state that there are other countries in the world</li> <li>– give the name of the planet earth</li> <li>– identify and locate various community services</li> <li>– demonstrate a knowledge of associating emergency/health needs with appropriate services (e.g., fire = fire department, medical=family clinic, toothache=dentist)</li> <li>– demonstrate a knowledge of associated needs or wishes with appropriate services (e.g., job=employment agencies; leisure = city park/recreation center/theatres,)</li> <li>– communicate necessary information when requesting a need or wish for a community service (e.g., name, service requested, address, phone number)</li> <li>– demonstrate an understanding of what ‘ voting ’ means</li> <li>– understand the voting process</li> <li>– register and vote</li> <li>– identify ways people can improve the community through volunteerism</li> </ul>
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**6.2 Social Development Strand**

A focus on social development is critical to enhanced self-esteem and the development of healthy relationships with peers, family members and others.

Themes of social development include self-understanding/self-esteem, building and maintaining healthy relationships and demonstrating respect for self and others.

<p><b>Social Development Strand</b> Functional Skills Outcomes</p>
<p><b>Self Understanding/Self-esteem</b></p> <p>Student will:</p> <ul style="list-style-type: none"> <li>– list and describe strengths</li> <li>– list and describe weaknesses</li> <li>– accept limitations and imperfections</li> <li>– have an accurate self description in terms of physical characteristics,</li> </ul>

- capabilities, roles, and attitudes
- express uniqueness and individuality
- recognize accomplishments/achievements
- express pride in accomplishments
- identify ways to reward themselves
- recognize positive feedback (i.e., verbal and nonverbal)
- demonstrate assertive behaviour when necessary
- avoid over generalizing negative thoughts and feelings about ones self
- develop strategies to cope with rejection and disapproval
- make choices
- express dislikes
- be comfortable with choices
- self-monitor specific goal behaviours
- identify people to count on and trust
- separate from trusted individuals for brief periods
- make positive statements towards self and others

**Building and Maintaining Healthy Relationships (Interpersonal Skills)**

Student will:

- watch people moving directly in line of vision
- make eye contact when spoken to
- seek eye contact
- smile in response to a social greeting
- respond to a smile with a smile in return
- vocalize in response to attention
- vocalize to gain attention
- clap hands in imitation of adult
- wave bye in imitation of adult
- initiate greetings/farewells
- reciprocate greeting/farewells
- use appropriate voice for situation
- make eye contact when he/she greets someone
- say name when asked during introductions
- accept an adult giving attention to someone else
- engage in simple conversations
- identify family members, relatives, neighbours, and friends
- engage in mannerisms and stimulatory behaviours appropriate to situation/environment
- engage in socially appropriate behaviours
- engage in behaviours that promote positive peer relationships
- maintain appropriate social distance
- wait while others speak
- talk about subject matter appropriate to the occasion
- initiate group activities and conversations
- identify alternative outcomes of a given action



- identify the qualities of a friend
- identify a friend
- identify ways personal behaviour affects others
- identify ways that peers are alike and different
- identify ways to make and maintain friendships
- choose own friends

**Demonstrating Respect for Self and Others**

Student will:

- respond appropriately to fearful situations (e.g., thunder, the dark, parents leaving, animals, large groups)
- display tolerance (e.g., refrain from physical aggression to self or others, tantrums)
- realize that doing what a friend wants to do versus what they want to do is sometimes a good peer-building behaviour
- maintain composure when faced with failure, problems, or disappointments
- distinguish between a good rule and a bad rule (e.g., some people may say, “never tell anyone about me touching you there”)
- tell about some of the rules set down by the authority in the classroom, school, and home
- demonstrate an understanding that all people live by rules
- demonstrate an understanding that you should treat others as you would like to be treated
- assume appointed classroom duties
- participate in making simple group choices
- explain why one should come to school every day
- assist in the development of classroom rules
- state rules appropriate to given classroom situation
- state school rules and identify the basic responsibilities of a school citizen
- state examples of rules within the community (e.g., keep community clean, fire protection, no vandalism)
- use respectable language and behaviour (e.g., no swearing, shouting, using indoor voice)
- accept responsibility for his or her actions
- be aware of consequences of not using respectful language and behaviour (e.g., I do not go into my neighbours house unless asked)
- fulfill commitments made to others
- participate in community sponsored activities (e.g., clean up days)
- list the personal characteristics of a good citizen
- be aware of the importance of respect for others possessions
- role play situations to appropriately demonstrate procedures for borrowing and taking care of the property of others and appropriate public language and behaviour
- recognize authority figures and follow appropriate societal rules (e.g., RCMP, principal, reverend)

### 6.3 Communication Strand

This strand includes skills for effective communication. The student will have opportunities to practice effective communication skills. These are skills that will be essential in the development of their independent functioning skills, their social relationships and their ability to contribute to their community.

Themes related to communication include: emergent language, augmentative communication, vocabulary, listening, speaking, questions and pragmatics. A number of outcomes are offered in each strand in the tables below. As well, educators can access other relevant language and communication outcomes on the Department of Education website.

<b>Communication Strand</b> (Functional Skills Outcomes)
<p><b>Emergent Language</b> Student will:</p> <ul style="list-style-type: none"> <li>– attend to visual stimuli in their environment</li> <li>– attend to auditory stimuli in their environment</li> <li>– respond to a person’s voice by turning their head</li> <li>– attend to speakers face</li> <li>– listen with increasing attention</li> <li>– demonstrate a reaction to visual stimuli</li> <li>– demonstrate a reaction to auditory stimuli</li> <li>– demonstrate an understanding of common words presented with gestures</li> <li>– respond to name</li> <li>– imitate a gesture</li> <li>– use gestures to indicate (e.g., hi/bye, hungry, tired, to come here)</li> <li>– imitate a sound</li> <li>– imitate a word</li> <li>– make a choice by pointing to an object</li> <li>– make a choice by pointing to a picture</li> <li>– smile in response to a smile</li> <li>– stop a given behaviour when given a ‘no’ command or a head shake</li> <li>– shake head ‘no’ appropriately</li> <li>– nod ‘yes’ to indicate wants or approval</li> <li>– continue a behaviour when given approval</li> <li>– understand /follow simple directions (e.g., look, come, sit, wait)</li> <li>– direct a listener to provide information about an object, action or location</li> <li>– using gestures or vocalizations</li> </ul> <p><b>Augmentative Communication</b> Student will:</p> <p><b>Keyboards/Personal Communication Systems</b></p> <ul style="list-style-type: none"> <li>– use a keyboard for communication and word processing</li> <li>– use a personal communication system to convey wants, needs, thoughts, feelings</li> </ul>

**Communication Boards**

- match pictures or photographs to an item
- select appropriate picture to express wants in a specific environment
- classify symbols into categories
- generate a sentence using symbols on a language board

**Sign Language**

- sign the alphabet
- sign numbers
- sign words (i.e., objects and actions)
- point to an object when provided with a sign
- follow simple directions when presented with a sign
- combine signs to form sentences
- have a conversation using sign language

**Written Communication**

- recognize his/her own name in print
- point to a variety of words
- print own name
- match written words
- recognize and respond to environmental print
- print sentences to use to communicate with others

**Picture Exchange Communication System (PECS)**

- upon seeing and wanting a particular item, pick up the picture and reach to the person holding the item and release the picture in that person’s hand to request the item
- independently complete request sequence on 10 of 10 opportunities when a communicative partner is within one foot for 5 different items with 3 different people
- upon seeing and wanting a particular item, and with a picture of that item alone on a communication book within reach, remove the picture from the book and take it to the communicative partner, and give the picture
- independently complete request sequence on 9 of 10 opportunities when a communicative partner is 5 feet away, then 10 feet away, then across the room, for 5 different items with 5 different partners
- upon seeing and wanting a particular item, and with the picture of that item alone on a communication book, remove the picture, go to the communicative partner and give the picture

*\* refer to page 335 of the Picture Exchange Communication System Training Manual for additional outcomes*

**Vocabulary**

Student will:

- recognize the names of common objects (e.g., cup, spoon, ball, favourite toy, book)
- point to a familiar noun when requested
- understand categories of familiar nouns (e.g., toys, food, clothes, actions, activities)

- point to people and objects which are school related upon request
- point to people and objects which are related to the neighbourhood upon request
- label familiar toys, food, clothes, action, activities
- point to basic body parts upon request
- identify gender of self and others
- demonstrate an understanding of object function (e.g., cup is for drinking)
- understand some simple categories (e.g., food, cars, books, toys)
- select common items from a given category
- sort common nouns into two categories
- name categories
- name items in a given category
- tell how items from the same category are the same
- tell how items from the same category are different
- tell how two nouns are different based on critical attributes (e.g., shape, colour)
- identify an object based on a given definition
- tell characteristics of a given object (e.g., size, function, category, colour)
- when given a picture, match it with its opposite (e.g., sitting, standing)

#### **Verbs**

- develop an understanding of action words (e.g., walk, sit, stand, eat)
- demonstrate actions of a given verb
- point to a picture showing action of a given verb
- name a demonstrated action
- name a pictured action
- follow verbal commands
- use a phrase to describe action performed by self
- use a phrase to describe an action performed by others
- identify actions that a person, animal or thing can complete
- identify actions that a person, animal or thing cannot complete

#### **Adjectives**

- select an object by a described attribute
- answer a question about the attributes of an object
- describe an object
- answer true or false questions about the attributes of given objects
- name objects when given an attribute

#### **Word knowledge**

- understand the concepts of same and different
- match a given picture with it's opposite
- identify feeling words
- when provided with a word, identify it's opposite
- provide simple definitions for common words or new words in the community or curriculum

**Listening**

Student will:

- demonstrate appropriate listening behaviour (e.g., sit on bottom or in chair, eyes on the speaker, quiet mouth, quiet hands)
- respond to name as a request for attention
- demonstrate understanding of an increasing number of verbal requests (e.g., come here, eat, sit)
- demonstrate an understanding of descriptive words (e.g., less, more, big, small, round, clean, dirty)
- select an object or picture described with a phrase containing the word “not”
- demonstrate an understanding of prepositions (e.g., up, down, on, in, out, under, over, on top, bottom)
- follow one step directions
- follow one step direction involving prepositions
- follow two step directions
- follow two step direction involving prepositions
- follow multi-step directions
- follow commands presented in the if...then format
- follow commands that involve left and right
- follow directions or commands involving location
- demonstrate an understanding of various adjectives
- recall details about a spoken sentence, paragraph, short story, conversation

**Speaking**

Student will:

- imitate new words
- name family members
- request attention by calling a person’s name
- greet a person by calling the person’s name
- request “more”
- use single words to label objects or people
- say his/her own name when requested
- produce animal sounds when given the animal names or pictures
- request common object using object name
- request by using intonation
- express location (e.g., here, there)
- initiate a two and three word sentence
- give 2-word directives (e.g., go up, get down)
- use negatives (e.g., isn’t, aren’t, they aren’t walking, this isn’t working)
- use three word, four word, five word phrases
- use “and” to combine several items
- describe an item/activity in a simple sentence
- describe events of the past
- describe events of the future
- recite sentences and simple rhymes

- retell a short story
- describe a series of events in sequential order
- rephrase information given by another
- share personal experiences about a given topic

### **Questions**

Student will:

- respond to questions using gestures and vocalizations
- answer “no” or “yes” to “is this a \_\_\_?”
- respond to questions pertaining to basic needs and wants (e.g., are you hungry/sick?)
- reliably answer yes/no questions
- ask “yes/no” questions about pictures/situations
- answer “wh” questions about things in their environment (e.g., what, who, where, when, why)
- ask question using the “is” or “have” format
- generate questions (e.g., why not?)
- answer questions about material heard
- ask “how” questions

### **Pragmatics**

Student will:

- greet and express recognition by using gestures and vocalizations
- respond to basic social greetings (e.g., hello, bye)
- initiate social greetings
- take turns in a conversation
- make eye contact when speaking to others
- maintain appropriate social distance when speaking to others
- use appropriate volume when speaking
- understand facial cues (e.g., smiles, disappointment, sadness, approval)
- express emotions by appropriate facial expression
- use vocal tone patterns to communicate feelings to a listener (e.g., happiness, sadness, anger, fear, questioning)
- recognize emotions expressed by body language
- express emotions by using appropriate body language
- say: please, thank you, and you’re welcome
- remain quiet while others are speaking
- excuse interruptions
- initiate conversation
- carry on a conversation about a familiar topic
- ask appropriate questions when engaged in conversation
- attempt to answer questions when called upon in class
- participate in class discussions
- ask for clarification when further explanation is needed
- apologize for inappropriate behaviours
- request materials and/or equipment when it is not readily available

- relay a message to another person
- invite others to participate in a task
- request help as it pertains to a particular task
- introduce self to others
- tell a joke or make a humorous remark
- discriminate between obvious lies and true statements
- demonstrate understanding of idioms
- identify absurdities
- explain absurdities (e.g., the cow barked at the moon, cow's don't bark)
- correct absurdities
- predict future outcomes of a pictured situation
- predict future outcomes of a story
- identify possible causes of a situation
- express positive or negative feeling by smiling or frowning at appropriate stimuli
- express spontaneous interest by pointing to a chosen activity
- change behaviour or activity when adults tone of voice or facial expressions change
- show concern and sympathy by assisting someone in need
- correctly identify emotions when shown pictures of people who look angry, happy, sad, afraid
- identify situations that cause feelings of happiness, sadness, anger and fear
- explain how people respond differently to distress
- verbally express emotions (e.g., anger, jealousy, fear, disappointment, sadness, happiness, love)
- demonstrate the ability to plan consciously for and to elicit a desired response from another person
- use expressions of apology
- laugh at humorous comments made in conversation, on television, etc
- use humour appropriate to the group and/or setting to a peer
- make a choice when asked
- develop strategies to resist peer pressure
- develop strategies to handle change and spontaneity
- develop strategies to deal with being excluded
- learn strategies to deal with embarrassing situations
- smile when receiving a favourite object or seeing a favourite person
- smile when receiving good news
- show appropriate facial expression for a given situation
- offer book to adult to read or share with him/her
- stop a destructive activity when a person expresses anger
- approach someone by gesturing “come here”
- respond to the “sh” gesture
- indicate “be quiet” by using the “sh” gesture
- nod head to indicate if he/she wants an object or approves of an activity
- remain at the table throughout a meal

- interrupt a conversation appropriately
- understand the meaning conveyed through body language (e.g., head leaning to one side means not understanding, listening, or thinking; eyebrows pulled close together means confused or thinking)



**6.4 Healthy Living Strand**

Young people need to be aware of the benefits of exercise and the incorporation of physical activity into their daily schedules. Individuals make substantial gains in motor proficiency if they are provided with learning experiences that are functionally relevant and that occur in a natural environment.

Being cognizant of good health practices is important for students as they enhance their understanding of the principles of good nutrition. Students need to become aware of what they eat, the quality and quantity of food they eat and why they eat.

All individuals need to be given an opportunity to make independent efforts to improve the quality of their lives through leisure pursuits. Leisure education is important to facilitate participation in a wide range of recreation and leisure activities.

The themes within healthy living include nutrition, fitness and physical activity, gross motor skills, fine motor skills, leisure activities, group membership and sexuality.

<b>Healthy Living Strand</b> Functional Skills Outcomes	
<b>Nutrition</b>	<p>Student will:</p> <ul style="list-style-type: none"> <li>– understand that being healthy means eating properly and exercising</li> <li>– classify foods into the appropriate categories of the food guide</li> <li>– identify a well balanced meal consisting of items from the four basic food groups</li> <li>– understand what is appropriate quantities of food</li> <li>– identify which foods are nutritional and which are junk</li> <li>– identify the importance of liquid/water intake</li> <li>– give an example of an unhealthy habit and provide an example of a healthy alternate behaviour</li> <li>– select a nutritionally balanced meal (i.e., home and restaurant)</li> <li>– identify the “Healthy Choice” symbol on menus and products</li> <li>– recognize ways to identify spoiled foods</li> <li>– develop his/her own menu for a day, a week , a month</li> <li>– maintain a food diary for a specific time frame....a review and analysis would help the student in identifying healthier choices</li> <li>– develop a basic understanding of calories</li> <li>– select snack foods based on nutrition/calories</li> <li>– develop a recipe file to store favourite recipes for future use</li> <li>– plan balanced menus for a family on a daily and weekly basis</li> </ul>
<b>Fitness and Physical Activity</b>	<p>Student will:</p> <ul style="list-style-type: none"> <li>– understand that being healthy includes regular exercise</li> <li>– roll while on level surface</li> <li>– crawl on hands and knees</li> </ul>

- move from prone to sitting position independently
- stand independently
- walk independently for specified distance
- maintain balance during different positions and movements
- climb stairs independently
- independently run specified distance
- throw at a target
- accurately swing at target
- perform ball activities: roll, catch, throw, kick, bounce, dribble, shoot
- perform physical fitness activities: sit ups, push ups, tow touch, angels in snow, jumping jacks, hula-hoops
- perform aerobic activities: run, walk, jump rope, swim, use exercise equipment, tricycle, bicycle, aerobic class
- participate in structured activities: races, obstacle course, group games, sports teams, individual sports, drill exercises
- identify the importance of adequate rest
- perform a daily exercise routine
- demonstrate breathing and relaxation techniques
- understand that best effort is always more important than perfection
- develop an exercise plan with a friend to help motivate him/her to exercise regularly
- practice safety when exercising at all times

**Gross Motor Skills**

Student will:

- uses arms to raise trunk from stomach position
- shift weight on extended arms to reach to one side
- pull self to sitting position and sit alone without aide for a specified time
- sit with support of pillow or chair
- bounce up and down in sitting position
- turn from side to back
- use simple hand movements to the side to show protective behaviour
- bounce a large ball on the floor and catch it
- toss a large ball in the air and catch it with hands
- push and pull doors open and closed
- run a specified distance
- kick a large stationary ball with a 2-step start
- kick a large stationary ball without falling
- squat while maintaining balance
- walk a specified distance pushing and pulling a wagon
- catch a large ball
- walk up and down stairs
- participate actively in team sports requiring varied skills

**Fine Motor Skills**

Student will:

- pick up and hold simple tools
- pick up, hold, and use a pencil correctly
- assemble parts of an object to make the whole project
- assemble parts of an object to make a section of the project
- disassemble small units of two or more parts
- separate continuous rolls of paper, plastic sheeting, clothing and bagging material into measured parts
- sort by type of object
- sort by size of object
- sort by shape of object
- sort by colour of object
- insert literature into envelopes for mailing
- insert objects into boxes
- wrap objects in paper and insert them into containers
- seal clasp-type envelopes
- seal packages and cartons using tape
- wrap and tie packages of various shapes and sizes
- paste and stick labels on containers
- sort small objects using pincher grasp
- use a stapler
- use scissors
- use stencils
- paint using hands and brushes
- inspect objects by manipulating and using them

**Leisure Activities**

Student will:

- hold, pick up, and play with small toys and playthings such as noisemakers, clothespins, pot cover and boxes
- pass small toys and playthings to a peer or significant adult
- build with blocks and other playthings
- sift, shape, pour and otherwise engage in play with water
- string beads, spools and other play things
- use finger paints
- fit pieces of puzzles, pegs and other playthings into their corresponding forms
- paste paper and objects onto paper
- colour with crayons on paper or in a colouring book
- mold and shape clay, Play Doh and plasticine and makes objects with these materials
- bend and shape pipe cleaners
- weave using simple forms
- fold and construct out of paper and cardboard
- spin wheels and dials and also throw dice in table games

- cut with scissors
- shuffle, deal and perform other tasks involved in playing simple card games
- sketch and draw simple objects with crayon, coloured pencils, and/or coloured chalk
- draw and paints with a brush and paints
- sew and make simple clothing out of fabric
- construct using one medium, such as wood or other natural materials
- construct using several mediums, including paper, wood, fabric, cord, yarn and natural materials (e.g., shells, grass, rice, beans, macaroni)
- embroider, knit, do needlepoint and /or macramé
- become aware of recreation and leisure activities
- verbalizes correct information about community leisure activities
- verbalize correct information about location for community leisure activities
- identified the correct information about the requirements for participating in community leisure activities
- engage in activities within the community
- operate recreational appliances for entertainment and information
- listen to the radio
- select radio station of own choice
- select and play music of own choice
- select and watch television, videotapes and discs
- locate the time and channel of a favourite TV program in a TV guide
- read age-appropriate materials
- engage in quiet activities such as, looking at picture books, magazines and playing electronic games
- play games on computer, television, or handheld machines
- demonstrate skills in a variety of arts and crafts techniques
- voluntarily engage in arts and crafts activities during leisure time
- take regular walks in the neighbourhood
- go to a movie
- engage in community leisure activities
- invite friends to home for a social event
- attend a party
- assist in planning a party
- assist in giving a party
- go for a hike
- go camping
- engage in competitive sports activities
- help plan vacations
- go on field trips
- own and care for a pet
- differentiate between leisure and work time both in the school and home settings
- identify game activities that can be played in the classroom
- identify various hobbies and describe how hobbies can be developed

- identify activities appropriate to the different seasons of the year
- identify sport activities and basic equipment used for each
- describe ways to entertain friends at home
- engage in indoor activities at home independently or with friends or family members
- explain rules of games or activities to others
- engage in outdoor activities independently or with friends, family members or others
- engage in activities at school independently or with friends or others
- identify reasons for participating in group activities
- display appropriate behaviours when acting as a spectator
- use proper etiquette and follow game rules
- accept the outcome of an activity in an appropriate manner (e.g. without anger or boasting)
- select a collecting hobby
- determine the necessary materials for a collecting hobby
- observe a variety of indoor recreational activities
- name at least one newspaper in the community and use it to obtain information
- develop a list of recreational activities of interest
- determine the cost, time, and location of recreational activities of interest

**Play**

Student will:

- imitate play when in the company of peers
- play independently
- engage in parallel play with peers
- play cooperatively with others
- participate in simple games with another peer
- imitate adult in simple tasks (e.g., clapping, waving)
- imitate adult roles (e.g., sweeping, making dinner)
- attend to music or stories for a specified time
- play dress up
- act out parts of a story
- continue in an ongoing activity when another child interrupts or is added to the activity
- display tolerance for remaining in a group activity
- use materials correctly
- put away materials when not in use
- ask to borrow another child's /teacher's belongings
- wait for permission before borrowing items
- properly care for and return borrowed property
- sing or dance to music
- follow rules by imitating actions of other children
- follow rules in group games led by an adult
- ask permission to use toy that peer is playing with

- offer a toy
- share a toy with a peer
- wait his/her turn
- initiate peer contact
- engage in cooperative play
- play near and talk with other children when working on own project
- repeat rhymes, songs, or dances for others
- identify ownership of objects (e.g., this is Joey's car)

**Group Membership**

Student will:

- dine out with family and/or peers
- go to peer appropriate parties with an adult
- go to parties independently with peers
- go to dances independently
- go to dances with peers
- sit in seat during work times
- answer "here" when name is called for attendance
- respond to name when looking in direction of speaker
- accept "no" for an answer
- disagree appropriately
- accept apologies from others
- accept decisions of authority
- participate in anger control strategies
- respond to the warning signal of a shaking finger by stopping an activity
- respond to the "no" head shake by stopping an activity
- recognize the need for discipline
- accept responsibility and consequences for behaviour/actions

**Sexuality**

Student will:

- identify male and female body parts
- identify public and private body parts
- identify ways in which boys and girls are different
- identify the symbols/words on male and female washrooms
- use appropriate gender pronouns
- identify when it is necessary to wear a bra
- wear appropriate undergarments
- identify people you can ask questions about puberty and sexuality
- sit appropriately for style of dress
- identify private and public places
  
- learn that any sexual activity, self-stimulatory or with a partner, should be done in private
- understand gender stereotypes
- understand that stereotypes should not prevent you from doing what you want

- understand facts and myths related to sexual expression
- recognize that mutual consent is necessary for any physical touching
- understand that sexual contact with animals, children, individuals from the same family, or to obtain money is inappropriate
- understand the importance of sound sexual decision making (i.e., be aware of the consequences of behaviour)
- label the male and female genitalia
- identify the changes that occur to the male and female bodies during puberty
- identify the biological functions of male and female body parts
- understand what sexual intercourse is, as well as other forms of sexual contact
- understand sexual language, including appropriate terminology and slang language
- learn healthy ways to express sexual desires or needs
- understand the menstrual cycle
- understand how to appropriately use sanitary pads or tampons
- understand what a wet dream is
- list the emotional changes during puberty
- learn ways to protect him/herself from being sexually exploited and/or abused
- understand peer pressure and coercion for sexual activity
- learn ways to assert yourself regarding peer pressure and coercion for sexual activity
- learn how to identify, given a specific social situation, threats to personal safety (e.g. stranger at the door, no one home, stranger on the phone, no one home)
- identify good touch/bad touch; good feeling/bad feeling
- identify trusted people to tell about inappropriate touches
- learn that if someone looks at our private parts or asks you to look at theirs, it is inappropriate sexual activity
- learn how to get away from someone who may be hurting him/her or trying to hurt him/her (e.g., yell “fire”, make noise, get people’s attention, say “I don’t know this person”)
- understand what a “stranger” is
- realize that not all people who abuse are strangers; some are friends/family or people in authority
- understand what sexual molestation is and what to do if it happens
- understand what rape is and what to do if it happens
- identify appropriate and inappropriate relationships with members of the opposite sex
- understand what homosexuality is and homophobia
- appropriately gain the attention of others (e.g. not stalking, obsessive phone calls)
- discuss and define friendship vs. boyfriend/girlfriend relationships
- identify purpose of dating
- identify the purposes of double dating
- identify the difference between love, infatuation, lust and friendships

- identify places to go on a date
- identify behaviours involved in dating (e.g., kissing, holding hands, touching)
- understand examples of sexual body language
- understand what dating violence is and list examples
- understand the difference between private versus public displays of affection and sexual behaviours identify whether public displays of affection/sexual behaviours (e.g., kissing someone, hugs, touches) are appropriate or not
- identify ways to end a relationship
- understand that there are other ways to express one's sexual feeling such as heart and mind versus sharing of the body only
- identify the good and bad reasons for why people decide to become sexually active (e.g., afraid they might lose their boyfriend, to get back at parents, or because we love each other and we want to)
- identify purpose of sexual activity
- become aware of the connection between sexual relationships and reputation
- become aware of the responsibilities of becoming sexually active (e.g., contraception, STDs, choosing partners)
- know where to go to obtain common methods of birth control
- know how to use common methods of birth control
- understand that it is always possible to refuse to engage in sexual contact; it is a personal choice
- verbalize appropriate intimate concerns with boyfriend/girlfriend
- to realize that satisfying sexual relationships are not guaranteed if emotional connection is not there
- understand some of the options available regarding lifestyle (e.g., marriage, common law, single, homosexuality)
- identify people with whom it would be inappropriate to have sexual relations
- identify why people get married
- become aware of the responsibilities of raising a family
- understand what divorce or break up means
- understand reality versus fantasy relationships (e.g. soap opera lifestyles)
- understand how a baby is conceived
- understand how a baby is delivered/born
- understand what pregnant women have to do to grow a healthy baby
- understand what an ejaculation is
- understand about different contraceptives and be able to use them when engaging in sexual intercourse
- understand what an erection is and how it occurs
- identify the signs of pregnancy
- understand the consequences and responsibilities of pregnancy, particularly teen pregnancies
- understand that some people choose not to have children
- identify ways the male partner can emotionally support the pregnant partner



## **Section 7: Independent Living Domain**

Gaining independence at home, at school, in the community and/or in the workplace is central to the development of self-reliance, confidence and daily functioning in society. Independence provides opportunities to interact and participate in daily activities that would otherwise be quite limited. Promoting independence starts in the pre-school years and continues throughout life. The focus of curriculum in relation to independent living will change as the student matures and reflects level of cognitive and physical functioning. It is important for students to be able to meet their potential and not be restricted by dependence on others in whatever choices they make throughout their lives. The transfer of independent living skills to everyday functioning is vital in order to become a self-sufficient and contributing member of society.

The strands of the Independent Living Domain include:

- Personal Care
- Domestic Skills
- Money Skills
- Safety Skills

Clicking on an icon below will take you to the first page of that strand.



*Personal Care Skills Strand*



*Domestic Skills Strand*



*Safety Skills Strand*



*Money Skills Strand*

**7.1 Personal Care Strand**

Being able to take care of one’s needs not only enhances independence but, in the process of learning these skills, it can provide many opportunities for the person to exercise self-determination. These skills, primarily in the areas of grooming and personal hygiene, eating and drinking, dressing and undressing, toileting, orientation/mobility/travel and assistive technology, are considered to be among the most important skills for individuals with severe needs. The acquisition of these skills enhances self-esteem, self-confidence and the development of independence.

<b>Personal Care Strand</b> <b>Functional Skills Outcomes</b>
<p><b>Grooming and Personal Hygiene</b> Student will:</p> <ul style="list-style-type: none"> <li>– turn water on</li> <li>– turn water off</li> <li>– regulate water temperature</li> <li>– wash hands</li> <li>– dry hands</li> <li>– soap a washcloth</li> <li>– wash face</li> <li>– dry face</li> <li>– brush teeth</li> <li>– use mouthwash</li> <li>– use dental floss</li> <li>– clean ears with cotton swab</li> <li>– comb hair</li> <li>– brush hair</li> <li>– use hairstyling products</li> <li>– style hair</li> <li>– blow nose into tissue</li> <li>– dispose of tissue</li> <li>– use mirror to assure daily neatness</li> <li>– fill a bath tub</li> <li>– take a bath</li> <li>– shampoo and rinse hair</li> <li>– condition and rinse hair</li> <li>– take a shower</li> <li>– wash hair</li> <li>– towel dry hair</li> <li>– dry hair with blow dryer</li> <li>– demonstrate basic eye care</li> <li>– use (unscented) deodorant</li> <li>– comply with scent free environment</li> </ul>

- clean eyeglasses
- keep nails clean
- keep nails trimmed
- polish nails
- tweeze eyebrows
- apply makeup
- follow shaving routine
- follow menstrual hygiene routine
- recognize appropriate/inappropriate grooming
- identify when to make an appointment for a hair cut, medical check up, etc.
- take necessary steps to obtain an appointment
- explore hairstyles and communicate to hairdresser

### **Eating and Drinking**

Student will:

- indicate the need/want for food
- request specific foods or snacks
- eat finger foods
- drink through a straw
- drink from a cup
- chew foods
- keep mouth closed while chewing
- identify eating utensils
- use a spoon
- use a fork
- use a knife
- use a napkin
- use salt and pepper shaker
- stir foods
- pour a drink
- pour solid foods
- open food containers
- close food containers
- obtain food from serving containers
- drink from a water fountain
- ask for food
- refuse food
- indicate when full
- remain at the table throughout a meal.

### **Dressing and Undressing**

Student will:

- initiate undressing activity
- initiate some dressing activity
- identify articles of clothing by name
- identify the function of articles of clothing

- put on hat
- take off hat
- put on socks
- take off socks
- remove footwear
- put on footwear
- put on mittens and gloves
- remove mittens and gloves
- remove coat
- put on coat
- hang up coat
- put on a pullover shirt
- put on pull-up pants
- distinguish front and back of clothing
- identify when clothing is inside out and correct
- remove articles of clothing at appropriate times
- straighten and adjust clothing items
- unsnap a garment
- snap a garment
- unzip a garment
- zip a garment
- unbutton a garment
- button a garment
- untie clothing
- tie clothing
- insert a belt in loops
- unfasten a belt
- fasten a belt
- take belt out of loops of pants
- tie shoelaces
- lace shoes
- put on tights and panty hose
- remove tights and panty hose
- put on and remove a bra
- put on a pre-tied necktie
- remove a necktie
- tie a necktie
- choose and wear accessories
- use a purse or wallet
- choose clothing appropriate to given situation, weather and/or activity
- select clothing that matches and/or “goes together”
- select own clothing items
- ensure privacy when dressing and undressing
- put on clothing correctly

**Toileting**

Student will:

- name own clothing size and shoe size
- indicate the need to change wet/soiled pants
- recognize the need to use the washroom
- indicate the need to go to or be taken to the washroom
- understand difference between needing to urinate and needing to have a bowel movement
- ensure privacy when using the washroom
- ensure toilet paper on roll
- use a toilet for urine
- use a urinal
- use a toilet for bowel movements
- use toilet paper
- flush the toilet after every use
- put toilet seat down after using
- wash and dry hands after toileting
- exhibit bladder control
- exhibit bowel control
- identify washroom signs (i.e. male/female)
- identify where the washroom is located in school
- locate the appropriate washroom in unfamiliar places
- use community bathroom facilities
- care for toileting needs independently
- plan ahead for bathroom needs

**Orientation, Mobility, and Travel**

Student will:

- sit in a wheelchair
- move the wheelchair forward
- move to the left in a wheelchair
- move to the right in a wheelchair
- stop the motion of a wheelchair
- move the wheelchair in a backward motion
- push/pull a door while in a wheelchair
- open/close a door while in a wheelchair
- control speed of wheelchair when moving up or down a ramp
- transition in and out of wheelchair with support
- stand upright using a walker
- walk forward using a walker
- turn to the left using a walker
- turn to the right using a walker
- walk around an object using a walker
- walk backward using a walker
- walk through a doorway using a walker

- push/pull a door while using a walker
- open/close a door while using a walker
- negotiate stairs using a walker
- transition from sitting to walker
- demonstrate safe outdoor travel skills (i.e., using a walker, wheelchair)
- demonstrate safe indoor travel skills (i.e., using a walker, wheelchair)
- walk up and down a staircase
- leave vehicle and enter the school
- leave school and enter the vehicle
- demonstrate use of a crosswalk
- understand simple traffic signs (i.e., walk, don't walk)
- manoeuvre around classroom
- maneuver around school grounds
- use motorized wheelchair
- use elevators
- use escalators
- use revolving doors
- use automatic doors
- follow directions to arrive at a destination
- travel to one destination in neighbourhood
- travel to more than one destination in neighbourhood
- cross a street and intersection safely
- plan a travel route in school and community
- physically locate self in specific areas relevant to daily schedule inside/outside of the building
- identify modes of transportation for moving people from place to place
- locate entrances/exits/restrooms in public buildings
- use public transportation

**Assistive Technology**

Student will:

**Computer Access**

- use key guard
- use arm support
- use track ball/track pad/joystick with on-screen keyboard
- use alternate keyboard
- use pointing options
- use switch with Morse code
- use switch with scanning
- use voice recognition software
- use word prediction software
- use a screen magnifier

**Writing**

- use pencil or pen with adaptive grip
- use adapted paper
- use slant board
- use prewritten words/phrases
- use templates
- use computer software

**Recreation/Leisure**

- use toys adapted with Velcro, magnets, handles, etc.
- use toys for single switch operation
- use adaptive sporting equipment
- use universal cuff or strap to hold crayons, markers, etc.
- use modified utensils
- use arm support for drawing/painting
- use electronic aids to control TV, VCR, CD player, etc.
- use software to complete art activities
- use computer games

**Activities of Daily Living**

- use non-slip materials to hold things in place
- use universal cuff/strap to hold items in hand
- use color coded items for easier locating and identifying
- use adaptive eating devices
- use adaptive drinking devices
- use adaptive dressing equipment
- use adaptive devices for hygiene
- use adaptive bathing devices
- use adaptive equipment for cooking
- use light switch extension
- use interface and switch to activate battery operated devices
- use interface and switch to turn on electrical appliances

**Positioning, Seating and Mobility**

- use standard seat at correct height and depth
- use non-solid surface on standard seat to prevent slipping
- use bolster, rolled towel, blocks to assist in positioning
- use adapted chair, sidelyer, stander
- use alternate chair, sidelyer, stander, custom fitted wheelchair or insert
- use walker
- use grab bars and rails
- use manual wheelchair
- use powered mobility toy
- use powered scooter or cart
- use powered wheelchair with joystick or other control



**Vision and Hearing**

- use glasses
- use magnifier
- use large print books
- use screen magnification software
- use screen color contrast
- use enlarged or tactile labels for keyboard
- use alternate keyboard with enlarged keys
- use hearing aids

**7.2 Domestic Skills Strand**

Domestic skills are very important to enhanced independence. It should also be realized that the importance of specific household tasks vary from family to family. Instruction can include, but is not limited to, skills in the area of meal preparation, shopping, housekeeping, laundry and clothing care, first aid, telephone skills and home maintenance.

**Domestic Skills Strand**  
Functional Skills Outcomes

**Meal Preparation**

Student will:

- identify basic utensils used in the kitchen
- identify basic appliances used in the kitchen
- practice basic kitchen hygiene
- engage in safe practices in the kitchen
- use a hair net when handling food
- wash hands prior to handling food
- open/close containers and/or fasteners
- experiment with simple measurements
- set the table
- participate in preparing foods
- prepare cold foods and drinks
- use a toaster
- clean food prior to eating
- serve self food
- serve others food
- use pot holders or oven mitts when serving hot foods
- pour cold liquids
- pour hot drinks and foods
- clean up spills
- clear a table after eating
- clean a table
- scrape plates and put in garbage

- store leftovers properly
- wash and dry dishes by hand or dishwasher
- prepare a bagged lunch
- identify and sort food items that are refrigerated
- identify and sort food items that are non-refrigerated
- identify the materials and ingredients necessary to prepare various foods
- observe the function of basic kitchen appliances, tools, and utensils
- illustrate why food must be properly stored and prepared
- identify basic terms used in food preparation
- use simple electric appliances
- prepare foods using a stove top
- prepare foods using an oven
- prepare foods using a microwave
- use an outdoor grill
- identify basic liquid and solid measures
- follow instructions on cans or boxes of packaged foods
- follow written and/or verbal directions to prepare a recipe

### **Shopping**

Student will:

- indicate need for specific items before going shopping
- indicate where to purchase item
- use flyers to make a shopping list
- make shopping list
- shop for items
- select items in store from shopping list
- exhibit appropriate behaviour in stores
- locate products in different areas of stores
- identify salesperson
- request assistance from a salesperson when needed
- use shopping cart
- use shopping basket
- buy an item
- pay for item prior to leaving store
- keep the receipt of item purchased
- understand how to return an item to the store
- verbalize information about types of stores

### **Housekeeping**

Student will:

- empty garbage
- change garbage bag
- clean garbage can
- identify recyclable materials
- dispose of recyclable materials in proper place
- sweep floor

- mop floor
- wash and rinse dishes
- dry dishes
- operate dishwasher correctly
- sort and put away utensils
- put away dishes
- clean sink
- clear and wipe counter
- wipe appliance surfaces
- clean refrigerator
- clean freezer
- clean an oven
- make bed
- change the bedding
- hang pictures, mirrors or curtains
- put dirty clothes in hamper
- hang clean clothes in closet
- put clean clothes in drawer
- pick up personal items
- put items on a shelf
- clean and organize a closet
- water household plants
- use a vacuum cleaner
- vacuum carpet/rug
- use common household cleaning products
- dust furniture
- polish furniture
- clean windows and mirrors
- clean bathtub/shower
- clean toilet
- clean sink
- clean windows
- clean walls and woodwork
- hang towel/facecloth on rack
- replace bathroom supplies when needed
- perform simple yard work
- use yard tools
- water a lawn and outdoor plants

**Laundry and Clothing Care**

Student will:

- identify dirty clothing items
- distinguish between dirty and clean clothing
- put dirty clothing in a basket
- collect clothing for washing

- sort the clothing for washing
- use the care label for simple directions
- demonstrate safe and proper use of cleaning supplies for clothes
- identify stains
- understand stain removal methods
- understand temperature of water
- hand wash clothing items
- set dials on a washing machine
- use a washing machine
- remove clothes from washer
- put clothes into the dryer
- operate a clothes dryer
- hang clothes on line to dry
- fold clothes
- hang clothes on hangers
- hang clothes on bar in closet
- put clothes in drawer
- iron clothes
- store out of season clothing
- use a sewing machine
- use a needle and thread
- sew on a button
- do a simple mend
- use a laundromat
- use a commercial dry cleaner

**First Aid**

Student will:

- recognize when first aid treatment is required
- describe symptoms to an adult
- ask for help
- clean a simple scrape, cut, etc.
- put on a band-aid
- treat a burn
- take temperature with thermometer
- take medication with supervision
- self-medicate (e.g., aspirin)
- identify first aid kit and its contents
- follow an emergency plan
- call 911 for an emergency

**Telephone Skills**

Student will:

- recognize components of telephone
- recognize use of telephone
- associate written telephone numbers with appropriate numbers on telephone pad

- manipulate the telephone receiver
- manipulate telephone dial pad
- make a telephone call
- hold a brief telephone conversation
- answer telephone
- terminate telephone conversation
- use several types of telephones (i.e. cell, cordless, pay phone)
- carry home a telephone number (on a card)
- recite own telephone number from memory
- recognize a busy signal
- relay simple telephone messages
- record a telephone message
- use telephone for social calls
- understand long distance calling
- make an emergency telephone call
- identify emergency telephone list

### **Home Maintenance**

Student will:

- define the word “maintenance”
- make a list of maintenance problems which occur frequently in the home (e.g., leaking faucet, short in electrical cord)
- construct a bulletin board of common household tools used in maintenance
- demonstrate the appropriate use of basic tools
- decide which tools to use and how to use them to complete simple home repairs, (e.g., tightening a screw, using a hammer)
- develop a scrapbook depicting appropriate use of tools
- visit a hardware store or tool center; review basic tools and how they are used
- develop a “go-together” game (e.g., hammer goes with nails; screwdriver goes with screws)
- identify who is responsible to perform various maintenance problems
- replace light bulbs
- check and replace batteries in smoke detector
- hang a picture

### **7.3 Money Skills Strand**

Money is an integral part of everyday life. Learning to use money in meeting basic needs is an important step towards independence. Themes related to money skills include purchasing, budgeting, planning and banking.

**Money Skills Strand**  
Functional Skills Outcomes

**Purchasing**

Student will:

- indicate desire to make a purchase
- identify that a purchase needs to be made
- recognize the need to have money for purchasing items
- recognize that items in a store have different values
- identify different coins and bills
- make choices about a purchase
- locate the check out
- ask store clerk for assistance
- use manners when making a purchase
- identify cashier
- place items on counter
- give money to cashier
- accept change and/or receipt
- take purchased items
- use vending machine to make a purchase

**Budgeting & Planning**

Student will:

- save money to make a specific purchase
- plan purchases for an activity
- estimate the amount of money for a purchase
- identify amount of money for purchase
- give examples of recurring needs for a budget
- set priorities to make future purchases
- save money for later purchases
- estimate amount of money required for purchase
- participate in discussion on when to use money
- keep a record of allowance or income
- keep a simple record of expenditures
- prepare a simple budget for a period of time (week, month, etc)
- pay monthly bills

**Banking**

Student will:

- describe common procedures at a bank
- open a bank account
- endorse a cheque
- deposit cash/cheques using counter service inside a bank
- write a cheque
- use a debit card
- withdraw cash using counter service inside a bank
- use an ATM machine to deposit cash/cheques

- use an ATM machine to withdraw cash
- pay a bill at a bank
- demonstrate skills for banking by telephone
- participate in discussion of how much money is in their account
- participate in discussion on what to use their money for
- demonstrate privacy issues regarding banking (i.e., PIN #)

**7.4 Safety Skills Strand**

Understanding and engaging in safe practices at home, in school and in the community is necessary for independent living. Being safe physically and personally are themes within the safety skills strand.

<b>Safety Skills Strand</b> Functional Skills Outcomes
<p><b>Physical Safety</b> Student will:</p> <ul style="list-style-type: none"> <li>- follow the routine for fire/drill at school</li> <li>- identify common dangers to self</li> <li>- identify common dangers to others</li> <li>- identify common dangers in the environment</li> <li>- follow pedestrian safety rules</li> <li>- follow playground safety rules</li> <li>- follow vehicular safety rules</li> <li>- follow safety practices associated with physical activities (e.g., riding bike, swimming, skating)</li> <li>- recognize hazardous labels and dangerous household materials</li> <li>- identify common emergency situations and the appropriate actions</li> <li>- demonstrate common safety practices</li> <li>- discuss dangerous substances</li> <li>- discuss safety rules associated with medicine</li> <li>- follow safety practices associated with medicine</li> <li>- give information about own medication</li> <li>- accept medicine and tablets</li> </ul> <p><b>Personal Safety</b> Student will:</p> <ul style="list-style-type: none"> <li>- communicate name, address and/or telephone number when requiring assistance</li> <li>- follow a safety procedure when lost</li> <li>- recognize good touch vs. bad touch</li> <li>- distinguish between a friend and friendly stranger</li> <li>- follow stranger safety rules</li> <li>- demonstrate when to report a crime</li> <li>- understand that you do not confess to a crime you did not commit if involved in a legal issue</li> </ul>

- identify persons responsible for safety in the community
- follow safety practices associated with the Internet

**Section 8: Functional Academics Domain-Strands**

Functional academics is a domain that is focused on providing students with academic skills that have “real world” applications. The skills taught will enhance access to activities of daily life and have great impact in meeting outcomes of independence, inclusion, productivity and improved quality of life.

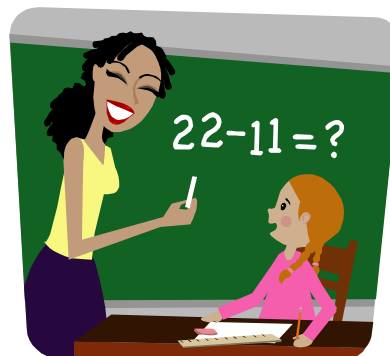
The strands of the functional academics domain include:

- Reading
- Writing
- Numeracy
- Technology/Computer Skills

Clicking on an icon below will take you to the appropriate first page of that strand.



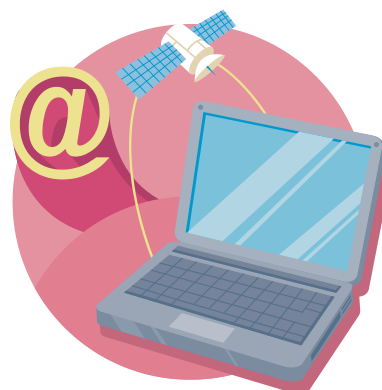
*Reading Skills Strand*



*Numeracy Skills Strand*



*Writing Skills Strand*



*Technology/Computer Skills*



## 8.1 Reading Skills Strand

Functional reading is interpreting and using printed symbols that are encountered in everyday life which will enhance a student’s ability to function more independently in society. Themes related to the reading strand include pre-reading skills, phonological awareness skills, early reading skills and functional reading skills.

<b>Reading Strand</b> Reading Functional Skills
<p><b>Pre-reading Skills</b> Student will:</p> <ul style="list-style-type: none"> <li>– voluntarily look at or try to read books</li> <li>– indicate a desire to be read to</li> <li>– know books by their names</li> <li>– listen attentively while being read to</li> <li>– examine pictures when being read to</li> <li>– recognize favourite books (i.e. by cover, colour, size)</li> <li>– request the re-reading of familiar books</li> <li>– respond with/to questions or comments on stories</li> <li>– ask to take books home to read</li> <li>– read or request to be read to at home</li> <li>– fill in words as adult reads</li> <li>– open a book to look at</li> <li>– right a book which is upside down</li> <li>– turn pages right to left, one at a time</li> <li>– read pictures without text</li> <li>– identify the front, back, top, and bottom of a book</li> <li>– indicate the difference between words and pictures</li> <li>– associate a word with its picture</li> <li>– indicate that it is the text that is read</li> <li>– know what a title is</li> <li>– know what an author/illustrator is</li> <li>– indicate the first word in a sentence is the starting place for reading</li> <li>– indicate print is read from left to right, top to bottom</li> <li>– identify upper-case letters</li> <li>– identify lower-case letters</li> <li>– know what a letter is and identify same</li> <li>– know what a word is and identify same</li> <li>– indicate that there are spaces between words</li> <li>– differentiate letters from words</li> <li>– use pictures to pretend read</li> <li>– use memory to read text</li> <li>– attempt reading by attending to picture clues and print</li> <li>– demonstrate an understanding that pictures have names and represent real</li> </ul>

objects

- demonstrate an understanding that pictures represent characters and actions
- retell stories (e.g., orally, sequencing pictures)
- demonstrate auditory discrimination of environmental sounds
- examine pictures in books, requesting that an adult name the picture
- draw a word or letter with finger upon request
- recognize his/her own name in print
- engage in pretend-reading to self and others
- remember details from a familiar story
- remember details in correct sequence

### **Phonological Awareness Skills**

Student will:

- associate consonants with their initial and final sounds in a word
- make letter/sound matches in isolation
- decode simple words using letter-sound knowledge.
- blend syllables (e.g., pan...cake)
- name or identify rhyming words
- produce rhyming words
- attend to the beginning sounds in familiar words by identifying that the pronunciations of several words all begin with the same sound (e.g., dog, dark and dusty)

### **Early Reading Skills**

Student will:

- demonstrate speech to text correspondence by pointing to words when reading
- recognize sight words
- identify words out of context
- guess and predict words based on knowledge of sound-symbol correspondence
- use word families to decode unfamiliar words
- use context to help identify words in the text
- explain connections between pictures and text
- recall major points in text (i.e., story retellings may include characters, setting, ending)
- provide information from text to support ideas
- provide main idea and supporting details
- make and confirm predictions about text
- make conclusions about text and pictures
- find similarities and differences in information from text
- associate consonants with their individual sounds
- associate the names of letters with their shapes
- use word families and initial consonants to build words
- build words into sentences
- recognize the function of punctuation when reading (i.e., pause after a comma, brief stop after a period)

- repeat part of text on a page immediately after it has been read aloud by an adult
- verbally “read” what he/she writes
- demonstrate basic print conventions (i.e., concept that letters are grouped to form words and that words are separated by spaces)
- demonstrate that print is used for different functions, (e.g., shopping list, letters, notes, recipes)
- demonstrate that print represents spoken language and conveys meaning, (e.g., names, signs)
- recognize and read colour words
- identify high-frequency sight words
- learn new vocabulary words through selections read aloud
- demonstrate knowledge of the concepts when, where, who, what, why and how
- demonstrate an understanding of the concepts of early/late, slow/fast, etc.
- recognize and read numerals
- read and follow a sequence of daily events
- recognize, read and demonstrate an understanding of morning, afternoon, evening/night and seasons
- recognize, read and demonstrate an understanding of the concepts of yesterday, today and tomorrow
- use dictionaries to acquire information
- read with appropriate intonation
- increase fluency of reading
- distinguish between different reading materials (i.e., books, newspaper, magazines)
- read the left page before the right in a book

### **Functional Reading Skills**

Student will:

- recognize environmental print in context (e.g., MacDonald’s sign at MacDonald’s, stop sign at the corner)
- identify environmental print out of context
- recognize familiar signs, labels, and logos in the environment
- recognize, read and demonstrate an understanding of the days of the week and months of the year
- read and set a timer
- use graphs, charts, signs, calendars and captions to acquire information
- use telephone directories to acquire information
- use the Internet to access information
- read temperatures on various types of thermometers
- read units on measuring cups/spoons
- read units on measuring tapes
- read a flyer to find information
- read and name money symbols
- read money words

- read functions on a vending machine
- read information on a cheque
- read a sales receipt
- read functions on an ATM machine
- read a menu
- recognize and read safety and survival signs
- read labels on products for simple recipes, nutritional information, and instructions
- read instructions on labels
- read a recipe
- read application forms
- read keys and functions of a computer
- read a ballot

## 8.2 Numeracy Skills Strand

Functional numeracy involves knowledge of mathematical concepts and enabling individuals to find solutions to everyday problems. A student’s alternate program may include outcomes from the following areas: money skills, number skills, time skills, measurement skills and computation skills.

<b>Numeracy Skills Strand</b> Functional Skills Outcomes
<p><b>Money Skills</b> Student will:</p> <ul style="list-style-type: none"> <li>– associate money with purchasing</li> <li>– identify Canadian coins</li> <li>– name Canadian coins</li> <li>– identify the value of Canadian coins</li> <li>– name the value of Canadian coins</li> <li>– write the value of Canadian coins using coin notation.</li> <li>– count combinations of coins.</li> <li>– exchange money (coins/bills) for money of equal value</li> <li>– identify Canadian bills</li> <li>– name Canadian bills</li> <li>– write the value of the Canadian bills</li> <li>– read and print amounts of money</li> </ul> <p><b>Number skills</b> Student will:</p> <ul style="list-style-type: none"> <li>– rote count numbers</li> <li>– trace numbers</li> <li>– match numbers</li> <li>– identify numbers</li> <li>– name numbers</li> </ul>

- print numbers
- match the number zero
- identify the number zero
- name the number zero
- print the number zero.
- identify the concept, “zero”
- count number sets
- match numerals to number sets
- match equivalent number sets
- generate sets of specified amounts
- sequence numbers
- identify ordinal position to first, second, third, etc,
- read the words first, second, third, etc.
- write the words first, second, third, etc.
- count by multiples (2, 5, 10, etc.)
- read number words
- write number words

### **Time Skills**

Student will:

- have an awareness of time (e.g., school day, weekend, day/night)
- follow a sequence of daily events
- identify morning, afternoon and night
- identify a clock as a measurement of time
- identify numerals on a digital and/or analog clock face
- print the numbers on a clock
- differentiate the big and the little hands on a clock
- identify the hour and minute hands on a clock
- tell time to the hour
- tell time to the half-hour
- tell time to the quarter-hour
- tell time to five minute intervals
- tell time to one minute intervals
- read a digital clock to the hour, half-hour, etc.
- print time to the hour, half-hour, etc.
- identify the meaning of the terms AM and PM on the hour and half-hour
- identify the days of the week
- name the days of the week
- print the days of the week
- sequence the days of the week
- identify the months of the year
- name the months of the year
- print the months of the year
- sequence the months of the year
- use a calendar to name various events throughout the year (i.e., seasons, holidays,

birthdays)

- relate the present day of the week, month, number and year on a monthly calendar
- demonstrate an understanding of time concepts, before, after, yesterday, today, tomorrow, etc.
- identify the seasons
- name the seasons
- demonstrate an understanding of seasons
- associate appropriate clothing with each season
- associate appropriate weather with each season
- associate appropriate activities with each season
- name the months associated with the seasons

### **Measurement Skills**

Student will:

- identify various measuring tools: ruler, measuring tape, timer, measuring spoons, scales, thermometer, clock, etc.
- read various measuring tools: ruler, measuring tape, timer, measuring spoons/cups, scales, thermometer, clock, etc.
- demonstrate an understanding of various measuring tools: ruler, measuring tape, timer, measuring spoons/cups, scales, thermometers, clock, etc.
- identify various types of thermometers as a measure of temperature
- read the temperature on various types of thermometers
- record the units of various measuring tools
- recognize differences between objects that are large/small, tall/short, thick/thin, heavy/light, etc.
- use a measuring tool to obtain a linear measurement of objects within the environment
- name the linear units of measurement (i.e., mm, cm, and m)
- measure and record the weight of various objects in the environment
- read weight measurement of various objects in the environment
- identify the various units of temperatures on a conventional stove
- name the various units of temperatures on a conventional stove
- set the temperature on a conventional stove
- use the functions to operate a microwave oven

### **Computation Skills**

Student will:

- identify the basic computation symbols
- name the basic computation symbols
- print the basic computation symbols
- perform the computation of specified concrete sets
- perform the computation of pictorial sets
- perform the computation of abstract sets
- add two 1-digit numbers using manipulatives
- perform basic addition operations without regrouping
- perform basic addition operations with regrouping

- subtract two 1-digit numbers using manipulatives
- perform basic subtraction operations without regrouping
- perform basic subtraction operations with regrouping
- perform basic subtraction operations with the aid of a calculator
- perform basic multiplication computation with the aid of a calculator
- perform basic division computation with the aid of a calculator
- compute amounts of money with the aid of a calculator

### 8.3 Writing Skills Strand

Functional writing focuses on the mechanics of the translation of thoughts and oral language into a written message. The implementation of such a curriculum requires that students be provided with real and simulated life experiences to emphasize situations where written communication is necessary for optimal functioning in society. Themes within the writing strand include physical/ motor writing skills and functional writing.

<b>Writing Skills Strand</b> Functional Skills Outcomes
<p><b>Physical / Motor Writing Skills</b> Student will:</p> <ul style="list-style-type: none"> <li>– hold and move pencil</li> <li>– hold and move pencil, making mark on paper</li> <li>– hold and move pencil, making mark on paper without ripping the paper or breaking the pencil</li> <li>– hold writing utensil with correct pincer grasp</li> <li>– use a variety of writing and art tools to randomly draw and scribble</li> <li>– colour, using random lines</li> <li>– fill a large undefined space with colour</li> <li>– fill a medium undefined space with colour</li> <li>– fill a small undefined space with colour</li> <li>– color within a defined space</li> <li>– use a variety of writing and art tools to create a picture</li> <li>– sit with his/her body in a suitable and comfortable position for writing comfortably</li> <li>– make marks on paper to imitate adult writing</li> <li>– position and hold paper so that he or she can trace, copy and draw horizontal lines vertical lines, a cross</li> <li>– trace a circle with both ends of the circle closed</li> <li>– copy a circle with both ends of the circle closed</li> <li>– draw a circle with both ends of the circle closed</li> <li>– trace a square with four straight lines connecting at corners</li> <li>– copy a square with four straight lines connecting at corners</li> <li>– draw a square with four straight lines connecting at corners</li> <li>– trace a triangle with three straight lines connecting at corners</li> </ul>

- copy a triangle with three straight lines connecting at corners
- draw a triangle with three straight lines connecting at corners
- make scribble-like letters or letter-like forms for writing
- use left to right, top to bottom orientation
- trace own first name in correct sequential order
- copy own first name in correct sequential order
- print own first name in correct sequential order
- trace own last name in correct sequential order
- copy own last name in correct sequential order
- print own last name in correct sequential order
- print own first and last name
- trace own first name in cursive writing format
- copy own first name in cursive writing format
- write own first name in cursive writing format
- trace own last name in cursive writing format
- copy own last name in cursive writing format
- write own last name in cursive writing format
- write own first and last name in cursive writing format
- transpose his/her name from printed to cursive format
- trace letters which incorporate horizontal and vertical lines
- copy letters which incorporate horizontal and vertical lines
- print letters which incorporate horizontal and vertical lines
- trace letters which incorporate straight lines and curves
- copy letters which incorporate straight lines and curves
- print letters which incorporate straight lines and curves
- trace letters made of straight lines and diagonals
- copy letters made of straight lines and diagonals
- print letters made of straight lines and diagonals
- trace recognizable upper-case letters
- copy recognizable upper-case letters
- print recognizable upper-case letters
- trace recognizable lower-case letters
- copy recognizable lower-case letters
- print recognizable lower-case letters
- trace the numerals 0-9
- copy the numerals 0-9
- print the numerals 0-9
- print each letter of the alphabet

### **Functional Writing**

Student will:

- group random letters together, using spacing to indicate words
- copy personal information (e.g., name, address, telephone number)
- print personal information (e.g., name, address, telephone number)
- improve printing skills so that printing becomes more legible (e.g., sizing, pencil



- pressure)
- print basic words
- print basic words that are meaningful to him/her (e.g., parents' names, favourite toys/activity, animals)
- write to communicate ideas and information (e.g., attendance, lunch count, home-school journal, agenda, messages)
- copy a list of words
- create lists
- complete an application or other type of form
- write simple sentences using capital letter, period, or question mark
- write pretend messages
- write a simple message to another person
- use terms related to sequencing when writing (first, next, after, etc.)
- share experiences in writing
- provide details when writing
- write a letter
- compose an e-mail
- address an envelope when presented with the receiver's address
- write directions for performing a task or job
- write labels and captions for illustrations using knowledge of letters and sounds
- write for different purposes and audiences, such as composing notes, letters, stories, poems, and greeting cards
- perform a task or job
- print the days of the week
- print the months of the year
- print the current date
- print the time
- write a personal cheque

#### **8.4 Technology/ Computer Skills Strand**

Technology and computer skills can provide an individual with a sense of empowerment when used to enhance skills in mobility, communication, learning, play, daily living, etc. This strand focuses on skills involved in learning to use common-place and student specific devices for functional or recreational purposes. Themes within this strand include computer skills, keyboarding, using the Internet and using common technological devices.

<b>Technology/Computer Skills</b> Functional Skills Outcomes
<p><b>Computer Skills</b></p> <p>Student will:</p> <ul style="list-style-type: none"> <li>– identify a computer</li> <li>– identify the components of a computer (i.e., monitor, mouse, keyboard, printer, scanner)</li> <li>– demonstrate an understanding of the components of a computer</li> <li>– demonstrate an understanding of cause and effect. (i.e., pressing the spacebar causes the cursor to move)</li> <li>– use a mouse functionally to navigate commands</li> <li>– use a joystick/controller</li> <li>– turn on/off computer, monitor, and printer</li> <li>– log on computer using username and password</li> <li>– log off computer</li> <li>– identify and click the icon for the desired program</li> <li>– open programs through various avenues</li> <li>– correctly insert paper into a printer</li> <li>– correctly insert a CD/DVD into the computer</li> <li>– correctly insert a mass storage device</li> <li>– save information</li> <li>– open and retrieve saved information</li> <li>– send information to a printer</li> <li>– receive and/or send an e-mail</li> <li>– navigate through desired games and/or programs</li> <li>– access computer software programs to aid reading</li> <li>– access computer software programs to aid writing</li> <li>– access computer software programs to aid math</li> </ul> <p><b>Keyboarding</b></p> <p>Student will:</p> <ul style="list-style-type: none"> <li>– use a keyboard</li> <li>– develop keyboarding skills</li> <li>– increase speed and accuracy when typing</li> <li>– use a word processing program to type text from print</li> <li>– use a word processing program to create own text</li> </ul> <p><b>Using the Internet</b></p> <p>Student will:</p> <ul style="list-style-type: none"> <li>– navigate the Internet</li> <li>– access information through the Internet</li> <li>– be aware of safety rules regarding Internet usage</li> </ul> <p><b>Using Common Technological Devices</b></p> <p>Student will:</p> <ul style="list-style-type: none"> <li>– identify a calculator</li> </ul>

- identify the basic functions of a calculator
- use calculator to perform basic computations
- identify a CD player
- identify the functions of a CD player
- properly insert CD into CD player
- use CD player
- identify a television
- identify the functions of a television
- use a television
- identify a remote
- identify the functions of a remote
- use a remote
- identify a DVD player
- identify the functions of a DVD player
- properly insert a DVD into a DVD player
- use a DVD player
- identify a VCR
- identify the functions of a VCR
- properly insert a VHS tape into VCR
- identify a tape recorder
- identify the functions of a tape recorder
- use a tape recorder
- identify a vending machine
- identify the functions of a vending machine
- use a vending machine
- identify an ATM
- identify the functions of an ATM
- use an ATM to make a withdrawal
- use an ATM to make a deposit
- identify a digital camera
- identify the functions of a digital camera
- use a digital camera to take pictures
- use a digital camera to download pictures
- identify a cell phone
- identify the functions of a cell phone
- use a cell phone to make a telephone call
- use a cell phone to receive a telephone call
- identify an answering machine/message manager
- identify the functions of an answering machine/message manager
- use an answering machine/message manager to record a message
- use an answering machine/message manager to leave a message
- use an answering machine/message manager to retrieve a message
- identify a debit machine
- identify the functions of a debit machine

- use a debit machine to make a purchase
- identify a photocopier
- identify the functions of a photocopier
- use a photocopier
- identify a shredder
- identify the functions of a shredder
- use a shredder
- identify a fax machine
- identify the functions of a fax machine
- use a fax machine to send a fax

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