



Community Readiness

***Guidance for West Virginia Schools
and Districts***

***Office of Special Education & Student Support
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Purpose

Community readiness emphasizes the need to support the instruction of skills necessary to live, work, and actively participate in the community. Academic standards for all students are established in state policy, however, community readiness is less well defined. To acquire both academic and community readiness skills, students with disabilities may need concrete and intentional instruction over time to generalize skills others learn incidentally.

This document provides suggestions for educators and families planning for community readiness instruction for students with disabilities who have need for significant support. Such students may have cognitive, physical, or multiple disabilities requiring functional skill instructional supports in the general and/or special education environment to prepare them to lead productive and independent adult lives to the maximum extent possible (IDEA 2004 Statute: Title I/A/601/c). For these students, not only academic goals but also functional goals may be necessary to achieve desired outcomes. The purpose of this document is to provide current information for educators and families planning for the instructional needs of students with disabilities. The education of students with disabilities is optimum when access to the general education curriculum is coupled with high expectations.

Both academic and functional goals may be necessary to ensure students with disabilities and those with significant support needs achieve desired outcomes. Community readiness emphasizes the need to support the instruction of skills necessary to live, work, and actively participate in the community. We have academic standards, however, SWDs may need functional goals to lead productive independent lives. To acquire these skills some students with disabilities may need concrete and intentional instruction over time with the West Virginia Alternate Academic Achievement Standards to generalize skills other students learn incidentally.

Community Readiness Standards

Standards are content designed by a team of professionals that responds to the changing needs of students and supports growth toward independence and lifelong learning. Comprehensive standards include the following: scope and sequence of content taught and the ways in which goals are prioritized. Curriculum considerations include both what is taught and how it is taught. Determining curriculum for students with disabilities is an ongoing process that provides individualization and appropriateness. Evaluation of components should occur on a regular basis. Progress should be monitored frequently and adjustments made accordingly.

To determine the appropriate instruction for a student, there should be a thorough consideration of the following:

- Social behavior
- Language and communication
- Adaptive behavior
- Motor skills
- Inappropriate behaviors
- Academic performance
- Work habits including attention span, distractibility, and organization
- Level of independence
- Motivation and interests
- Access to typical peers
- Need for individual versus group instruction
- Need for multi-context (school, within school, community) instruction
- Continuity of programming across contexts

Alternate Academic Achievement Standards

The Every Student Succeeds Act (ESSA) required states to adopt challenging alternate academic achievement standards linked to states' grade-level academic content standards. In West Virginia, Individualized Education Program (IEP) Teams use the challenging academic curriculum standards known as the College- and Career-Readiness Standards for the majority of students with disabilities. The Alternate Academic Achievement Standards, form the basis of instruction, assessment, and accountability for students with the most significant cognitive disabilities as per IEP Team decision.

An IEP Team determines a student's present levels of academic achievement and functional performance (PLAAFP) to plan for services. For students with support needs, goals to address daily living, transition to independent living, and community participation may exist. Local educational professionals are responsible for determining curriculum, appropriate teaching practices, accommodations, and modifications that will provide a student access to the general education curriculum.

Community Standards

Community Standards focus on practical academic and life skills and can be taught in community-based settings or natural environments with concrete materials that are a regular part of everyday life. Acquiring independent/daily living skills may be an important curricular focus for some students with disabilities. Independent Living/Community Participation should maximize the student's generalization of his/her skills to real life. Implementation of community standards is critical when planning for a student to reach his/her potential as an active participant in the home, school, and community environments.

Individualized Education Program (IEP)

The IEP is a product of collaboration between a parent/guardian and/or student and educators who, through full and equal participation, identify the unique needs of a student with a disability or giftedness and plan the special education and related services to meet those needs (Policy 2419: Regulations for the Education of Students with Exceptionalities, Chapter 5).

IEPs for students should identify current functional levels, as appropriate, within the present levels of academic achievement and functional performance (PLAAFP). Students with disabilities are highly diverse learners potentially needing supports in the areas of cognition, communication, movement, or in the social/emotional domain. Students may also experience concurrent health, sensory, physical, and/or behavioral disabilities.

Students with disabilities may benefit from:

- A wide variety of approaches and supports;
- Intensive instruction in literacy, numeracy, and problem-solving to acquire and generalize knowledge;
- Substantial adaptations and/or ongoing supports in order to access grade-level standards;
- Access to assistive technology tools to communicate, learn, and demonstrate their knowledge;
- Progress measured by observation, data collection, assessment, and work samples; and/or
- Individualized levels of instruction and support across major life activities in home, school, and community.

Section 614(d)(1)(A)(i)(II) of the Individuals with Disabilities Education Improvement Act (IDEA) 2004 and Policy 2419: Regulations for the Education of Students with Exceptionalities, requires an IEP Team to identify and develop statements of present levels of academic achievement, functional performance, and measurable annual goals to enable school personnel to evaluate the effectiveness of services and accurately report progress. When a student's unique needs require goals to address behavior, communication or language skills, self-determination skills, job-related skills, independent living skills, or social skills, the statement of present levels of academic achievement and functional performance in the student's IEP should provide information regarding the student's performance in those areas.

Combination of Academic and Community Standards

It is important to remember, there is no one instructional mode to meet the need of every student. A student's age, present levels, and current assessment information must be considered when developing a comprehensive program. It is necessary to recognize individual knowledge, readiness, language, learning style, and interests. In West Virginia, IEP goals reflect state-approved standards and IEP Team recommended modifications and accommodations. Attention to both academic and community standards will maximize a student's outcomes. To provide the appropriate balance of academic and community components, IEP Teams should work to determine accurate present levels of academic achievement and functional performance.

Students who demonstrate functional performance needs may receive functional skills instruction through integration of the general curriculum. For example:

College- and Career-Readiness Standards (Grade-Level):

ELA.6.28 draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grade 6 English language arts Standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels, and fantasy stories] in terms of their approaches to similar themes and topics").

Apply grade 6 English language arts Standards to literary nonfiction and other informational text (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

Alternate Academic Achievement Standards:

A.ELA.6.26 Draw evidence from literary and informational text to support writing.

Apply Grade 6 English language arts Standards to literature (e.g., "Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.").

Objective: Read published advertisements/news/magazines/encyclopedias for functional purposes.

Example Activities for Standard

- Identify vocabulary for shopping in grocery, department, and drug stores.
- Use vocabulary dealing with grocery stores in order to determine prices of items and create accurate shopping lists.
- Use student created shopping list to buy objects in a grocery store.

Objective: Read recipes and instructions/follow directions.

Example Activities for Standard

- Determine the ingredients for a specific recipe.
- Make simple recipes such as instant gelatin, soup, or cold sandwiches.
- Create shopping lists from recipes.

Objective: Read schedules.

Example Activities for Standard

- Read class schedule and navigate as schedule instructs.
- Read a television schedule to navigate to desired TV show.
- Listen to an audio book and watch a dramatization of the same book, write a summary of the differences in the two.

College- and Career-Readiness Standards (Grade-Level):

ELA.6.25 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type efficiently and accurately.

Alternate Academic Achievement Standards:

A.ELA.6.23 Working individually or in a collaborative group, use a variety of digital tools to produce and publish writing.

Objective: Use social media appropriately.

Example Activities for Standard

- Use learning management systems (example: Edmodo, Schoology, etc.) to communicate with classmates.
- Complete projects with other classes in the world by communicating online.

Objective: Collaborate with classmates.

Example Activities for Standard

- Identify fact and opinion in newspaper opinion/editorials, post to a social network such as Edmodo, explain the article in the post.
- Decide with classmates if something is a primary document or if it is objective or editorial. Create a poll to see what others think. Students post responses and/or debate a controversy.

Objective: Type or use speech to text to communicate online.

Example Activities for Standard

- Establish a published weekly blog, accept and respond to comments.
- Read and comment on other’s blogs from other communities.

College- and Career-Readiness Standards (Grade-Level):

M.3.17 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg) and liters (L). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g. by using drawings (such as a beaker with a measurement scale) to represent the problem.

Alternate Academic Achievement Standards:

A.M.3.15 Determine the volume of liquid using varying sizes of containers. Identify the container that holds more, and the container that holds less. Compare masses of objects by identifying which object is heavier or lighter.

Objective: Identify standard units of measure for mass and liquid.

Example Activities for Standard

- Sort the following real-world items as being measured by grams or liters when shown the measurement tools (e.g. apple measured in grams and juice in liters).
- When shown pictures of the tool, identify what would be measured in grams or liters.

Objective: Follow recipes to prepare a dish.

Example Activities for Standard

- Select appropriate tool to measure flour for a cake (pounds or grams).
- Convert cups to pints, pints to quarts, quarts to gallons.

Objective: Store materials after use.

Example Activities for Standard

- Place leftovers in appropriate size containers.
- Organize toys in correct storage bins.

College- and Career-Readiness Standards (Grade-Level):

M.6.5 Fluently divide multi-digit numbers using the standard algorithm.

Alternate Academic Achievement Standards:

A.M.6.4 Use visual fraction models to compare unit fractions with denominators of 2, 3, 4, and 10. Given a story context, a whole number, and a unit fraction, the student will be able to use division (e.g., How much chocolate will each person get if 3 people share $\frac{1}{2}$ lb. of chocolate equally?)

Objective: Solve division problems using the concept of equal share.

Example Activities for Standard

- Divide students into four equal groups for a sports tournament.
- Given a group of objects, determine what number to give each classmate to create equal shares.
- Distribute cards in a card game giving each student a fair share.

College- and Career-Readiness Standards (Grade-Level):

M.6.21 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

Alternate Academic Achievement Standards:

A.M.6.15 Determine the area of a rectangle by counting unity squares. Symbolically represent this situation. (e.g., given two rows of five square units, write $2 \times 5 = 10$). Using manipulatives, solve real-world and mathematical problems about area using unit squares.

Objective: Relate real-world items as three-dimensional shapes to their two-dimensional representations.

Example Activities for Standard

- Determine how many cubes in a single layer are required to cover the bottom of a box that measures 4 x 4 and state the number of cubes used.
- Use squares of colored paper to cover their desk or tray on a wheelchair.
- Given two representations of area, determine the larger area.

Integration of independent living/community participation instruction into the general education curriculum may not meet the needs of all students. Specific goals for independent living/community participation beyond the instruction in the general curriculum may be necessary to provide a student with an individualized education. The following example could be used to assist an IEP Team develop goals based on present levels. Additional examples are available in Appendix A.

Grooming/Hygiene Skills

Community Standard: Student will perform personal hygiene/grooming skills.

Objectives -

- Elementary School:
 - » Student will turn water on and off independently.
 - » Student will regulate water temperature independently.
 - » Student will wash and dry hands independently.
 - » Student will brush teeth independently.
 - » Student will brush/comb hair independently.
 - » Student will blow nose into tissue independently.
 - » Student will cover mouth with tissue, arm, elbow, or hand when coughing or sneezing.
 - » Student will use mirror to assure daily neatness.
 - » Student will bathe independently.
 - » Student will clean eyeglasses.
- Middle School:
 - » Student will demonstrate shower skills.
 - » Student will lather and wash self in the shower/bath.
 - » Student will demonstrate dental care skills.
 - » Student will demonstrate nail care skills.
 - » Student will clean, file, and trim nails as needed.
 - » Student will demonstrate hair care skills.
 - » Student will keep own hair brushed/combed and arranged in acceptable manner.
 - » Student will demonstrate skin care skills.
 - » Students will demonstrate shaving skills.
 - » Student will shave face/legs/underarms as needed.
 - » Student will correctly choose and appropriately use deodorant, aftershave, colognes/perfumes, and lotions.
 - » Student will differentiate between safe and risky behaviors in relationships.
 - » Student will recognize differences between safe and risky behaviors for preventing pregnancy and STDs.

- » Student will understand the safety needs of using electrical devices such as shavers, hair dryers, etc.
- High School:
 - » Student will maintain previously learned skills with emphasis on independence and rate.
 - » Student will explain the importance of grooming in relation to the job interview process.
 - » Student will demonstrate the proper use of basic cosmetics.

Teachers, related service providers, parent/guardian, and student all play a role in identifying goals and services to be included in the Individualized Education Program for individuals with disabilities. The IEP Team must work to determine accurate present levels of academic achievement and functional performance to provide the appropriate type of service, the location of service, and the duration of service.

Augmentative and Alternative Communication

Communication is an essential human behavior and a right of every student. When verbal communication is not an effective means of communication, an evaluation to determine the need for augmentative and alternative (AAC) forms of communication such as picture systems, electronic devices, voice-output systems, sign language, and/or object symbols must be conducted. Developing a functional communication system is key in the educational planning for a student with a disability that affects communication.

Speech-language pathologists (SLPs) may be essential IEP Team members in determining students' communication needs and services. Individual students have been successful using low-technology AAC systems such as gestures or sign language as well as concrete visual-spatial systems (e.g. photographs, pictures, written words). Technological advances in AAC provide a "voice" for many individuals through voice output communication aids and text-to-speech apps. Multimodal communication systems allow students to use both low and high tech communication based on the setting.

Determining the appropriate AAC communication system depends upon a proper assessment of an individual's current ability to communicate. Presuming communication competence is important when designing an individual communication system. Selection of AAC systems requires a team approach and careful analysis of a student's abilities, performance related to receptive and expressive communication, and access to the educational environment. Immediacy of need for increased or improved communication is a vital consideration.

Example Instructional Focus Areas:

- Motivation to communicate
- Function of communication
- Means of communication
- Ability to understand and use nonverbal communication, such as gestures and other subtleties of communication, such as personal space
- Conversational skills
- Voice quality
- Pragmatic skills

Assistive Technology (AT)

Assistive technologies (AT) include the devices and services that provide students with disabilities access to hardware or software/apps that assist with interactions and learning. Assistive technologies give students with disabilities greater access to the general education curriculum and settings, and greater potential to master content, interact with others and increase independence. In addition, AT can significantly impact self-expression, self-esteem and overall quality of life.

Defined in IDEA (2004) and Policy 2419, Assistive Technology is “any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a person with a disability.” Assistive technology services refer to “any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device”.

The term includes:

1. the evaluation of the needs of a student with a disability, including a functional evaluation of the student in the student’s customary environment;
2. purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices for students with disabilities;
3. selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
4. coordinating and using other therapies, interventions or services with at devices, such as those associated with existing education and rehabilitation plans and programs;
5. training or technical assistance for a student with a disability or, if appropriate, that student’s family; and
6. training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to employ or are otherwise substantially involved in the major life functions of that student.

Care must be taken to consider assistive technology based on a student’s present levels of academic achievement and functional performance. The IEP team should consider the area(s) in which assistive technology is needed, gather the information necessary to make an informed decision, and trial the device prior to making a recommendation. Assistive technology considerations should not be limited to expressive communication needs. Assistive technology can be considered for the following areas of need:

- Seating, Positioning, and Mobility
- Communication
- Computer Access
- Motor Aspects of Writing
- Composition of Written Material
- Reading
- Math
- Organization
- Recreation and Leisure
- Vision
- Hearing
- General and Daily Living Skills – Behaviors, Strengths, Learning Styles

Assistive technology can range in complexities no-tech, low-tech (simple, little maintenance, limited or no electronics), mid-tech (some maintenance, some training and more electronics), or high-tech tools (complex electronics, more training, and more maintenance) or a combination of tools. It is not the complexity of the tool that is the consideration, but what is necessary in order for the student to access his or her educational environment based on his or her individual needs.

Examples of AT include:

- seating, positioning, and mobility – adaptive/alternative chair, side lyer, modifications to a standard seat or desk;
- communication – eye gaze board, picture communication notebook, speech generating device with synthetic speech and dynamic display;
- computer access – alternative keyboard/mouse, tablet, touch screen monitor;
- motor aspects of writing – variety of pencils/pens, writing templates, computer with voice recognition software ;
- composition of written material – picture supports, word wall, voice recognition software;
- reading – low tech modifications to text, text reader, book adapted for access;
- math – manipulatives, on-screen calculator, math software with web simulations;
- organization – tabs, study guide, digital reminders ;
- recreation and leisure – switch adapted toys, specially designed equipment, online and virtual recreational experiences;
- vision – color scheme, built-in magnification, audio text;
- hearing – fm system, visual and vibrating alerting devices, voice to text/sign;
- general and daily living skills – behaviors, strengths, learning styles – adapted utensils, adapted cups, tools for assisting with dressing.

Social Development and Peer Interaction

Social skill development is an essential curricular area for students and a crucial component of any intervention plan for changing inappropriate behaviors. Success in social situations allows the student to participate in meaningful life activities. Lack of social understanding impacts all aspects of community involvement including work, school, interpersonal relationships, and recreational activities. It is necessary to carefully assess a student's social competencies to determine which social skills require attention. It is generally necessary to target specific skills for explicit instruction and to provide support for implementation of the skills in social situations.

Example Instructional Focus Areas:

- Joint attention
- Nonverbal interaction
- Imitation
- Peer interaction
- Turn taking
- Sharing

- Social reciprocity
- Emotional reciprocity
- Self-regulation
- Group interaction/participation
- Self-awareness
- Perspective taking
- Social rules
- Social hierarchy

Self-Help and Independence

Activities of daily living refer to personal care activities necessary for every day independence. Although the range of skills students may possess can be defined more or less broadly, virtually all categorizations include a focus on self-care skills related to basic biological functions and include such activities as eating and toileting. Other activities pertain to personal, home and community living skills, with applicable areas for students including dressing, grooming, cleaning up, and safety-related behaviors.

All students need to acquire skills to function as independently as possible in the world. There are many behaviors that typically developing students learn without specialized instruction. For students with significant support needs, acquisition of those skills may require specific instruction. Instruction may be related to activities involving the fine motor skills of tying a bow, or the organizational tasks such as packing a book bag. Teaching adaptive skills, with specific plans for generalization across settings, is an important educational objective for students with disabilities.

Example Instructional Focus Areas:

- Toileting
- Personal hygiene
- Dressing
- Eating
- Schedules
- Routines
- Material preparation
- Organization
- Task completion
- Cleaning up
- School independence
- Home independence
- Safety
- Health care
- Community independence
- Transportation related skills

Play, Recreation, and Leisure

The ways in which we spend our personal time and develop interests results in relationships and employment choices. For students with disabilities, this may not naturally occur. Some students may not play in a manner that is beneficial for development. Skill deficits and interfering behavior often inhibit productive play. An assumption should never be made that a student does not want to play with peers. Instead, the issue may be that the student does not possess the skills needed to interact successfully. Educational programs may include a play or leisure component to help develop skills and teach the student how to use spare time productively. Students may also require support finding appropriate tasks and learning activities, then expanding time on task. Developing activities that can be enjoyed at home and school are important for students.

Example Instructional Focus Areas:

- Concrete play
- Parallel play
- Time on task
- Dramatic play
- Social play
- Games
- Rule following
- Using strategy

Attention

Students may have difficulty sustaining attention for extended periods of time and also shifting attention appropriately. Attending may be impacted by the individual's restricted range of interests. Impairment is also common in controlling the direction of the attention.

Use of structure and supports can help mediate the impact of attention difficulties. Systematically providing instruction designed to improve skills is necessary and it might be helpful to teach students to identify when they are attending or on task. This is a valuable skill that can be used in a myriad of real life contexts to increase independence.

Example Instructional Focus Areas:

- Sustained attention
- Saliency (what is important)
- Shifting attention

Executive Functioning

Executive functioning incorporates the mental processes needed to plan and execute actions. Executive functioning includes organizing, working memory, impulse control, inhibition, and mental flexibility, as well as the initiation and monitoring of actions. Executive functioning skills are clearly required for learning. Further, they are needed for goal-directed behavior. Similar to attending, direct instruction targeting relevant components of executive functioning may be required. For example, a student may benefit from receiving direct instruction on inhibiting a response or learning how to problem-solve. Additionally, to facilitate independence, structure and supports are often a requisite component of the educational plan.

Example Instructional Focus Areas:

- Goal setting
- Planning
- Task completion
- Sequencing steps
- Organization skills
- Initiation
- Inhibition
- Pacing
- Self-monitoring
- Emotional regulation

Motor

Gross and fine motor deficits may be present for individuals with disabilities. In the area of gross motor, the individual may appear to be clumsy or uncoordinated. Participation in physical education or group games may be a challenge. With regard to fine motor skills, the person may have poor, slow, or labored penmanship. Students may have difficulty with activities of daily living such as buttoning, zipping, or snapping. Decreased or increased muscle tone can make performance of everyday activities difficult. Motor planning may also result in difficulty executing steps in activities such as kicking a ball or tying a shoe. These deficits may result in decreased awareness of the environment, diminished learning, and difficulty with the completion of even routine activities.

Motor development plays an important role in learning. Young students typically use motor skills to explore the environment, engage in physical activities, and develop basic academic skills such as handwriting. Instruction regarding motor skills should target the activities needed to increase independence and social interaction. For example, opening a straw wrapper will increase independence at lunch. Learning to throw a ball will increase social interaction at recess. As with most skills, practice is necessary. Instruction often requires direct focus with opportunities for execution each day. It may be necessary to elicit the services of an occupational therapist or physical therapist to address motor functioning.

Example Instructional Focus Areas:

- Motor control
- Postural stability
- Muscle tone
- Handwriting
- Coloring
- Cutting
- Playground related skills
- Activities of daily living related skills

Sensory Motor Processing

Sensory motor processing involves the ability to take in information from the environment, organize it, make sense of it, and execute a response. When the sensory system is working correctly, these functions happen automatically. When the sensory system does not function, there may be interference, distractions, or difficulty with behavior. There are seven senses we use: visual, auditory, olfactory, oral, tactile, proprioceptive (registration of where your body is in space and in relation to objects), and vestibular (balance and movement). Oversensitivity and/or under sensitivity to sensory input is possible. Sensory experiences can be distorted and confusing. An individual may be hypersensitive (overly sensitive) in one or more senses (i .e. noise and light) and hyposensitive (under sensitive) in others (i .e. pain and cold). The preferences and combination of preferences or aversions towards certain sensory experiences is highly individualized. Students may avoid or attempt to avoid activities that contain certain stimulation. For example, an individual sensitive to noise may attempt to avoid a loud cafeteria. Conversely, the individual who is under stimulated may seek activities that will provide the desired input. A student who craves proprioceptive input may frequently crawl under his desk or under a bean bag. The draw to certain stimuli can be strong enough to create a fixation.

Sensory difficulties make everyday life challenging and detract from learning experiences. Parents and teachers must work with an expert on sensory issues to identify the sensory profile of the student and determine appropriate strategies to address each. A professional who is knowledgeable about sensory motor processing should be consulted for specific strategies for any individual. Generally, this professional is an occupational therapist.

Example Instructional Focus Areas:

- Coping skills
- Desensitization
- Self-management
- Self-awareness
- Self-advocacy in communicating sensory needs
- Ability to proactively or appropriately seek means to receive desired sensory experiences

Growth and Development

Growth and development is a natural part of life that each person has the right to express. Challenges with growth and development can take many forms. There may be difficulty with expression as the individual may not know what is considered appropriate or inappropriate behavior. Issues related to time and place are common. Social contact or problems with privacy may also be a concern. Understanding growth and development can lead to personal dignity, higher quality of life and interpersonal relationships, therefore, it is critical not to overlook this area. Teaching techniques regarding growth and development must be medically accurate, functional, concrete, and include the broad range of issues related to this area.

Example Instructional Focus Areas:

- Understanding one's own body
- Appropriate care
- Appropriate expression
- Privacy
- Social contact

West Virginia Code §18-2-9 states, "An opportunity shall be afforded to the parent/guardian of a child subject to instruction in the prevention, transmission, and spread of acquired immune deficiency syndrome and other sexually transmitted diseases to examine the course curriculum requirements and materials to be used in the instruction. The parent or guardian may exempt the child from participation in the instruction by giving notice to that effect in writing to the school principal."

The West Virginia Board of Education Policy 2520.5: West Virginia College-and Career-Readiness Standards for Wellness Education provides content standards and objectives to assist educators with these areas of instruction (<http://wvde.state.wv.us/policies/>). The integration of culture, media, and technology information along with developmentally appropriate growth and development education should be included with each instructional focus area.

The sixth grade health objectives address many important social, emotional, and physical changes of young adolescents. Decision making steps and application are integrated into all topics of discussion as students examine potential long and short term consequences of decisions and their impact on all aspects of health (e.g., mental, emotional, physical).

Self-Determination

Attaining the goal of economic independence and self-sufficiency requires self-determination. Self-determination is essentially the ability to make meaningful choices in one's own life free from undue external influences. Individuals with disabilities may have little to no experience with expressing personal preferences, making decisions based on those preferences, and assuming personal responsibility. Limited experiences may be attributed to issues with cognition, communication, or simply a lack of opportunity.

Providing instruction in self-determination requires incorporating opportunities into all aspects of the day and can be easily done by increasing occasions for choice making and control. While the student may not be able to execute all components of self-determination, there are portions of even complex skills such as decision-making or problem-solving in which students can participate.

Example Instructional Focus Areas:

- Making choices
- Accessing resources
- Communicating preferences
- Making decisions
- Setting attainable goals
- Time management
- Identifying problems and solutions
- Advocating for accommodations
- Self-awareness
- Developing greater awareness of individual needs

Restricted and Repetitive Patterns of Behavior

Students may demonstrate unusual and distinctive patterns of behaviors, including preoccupation with objects or parts of objects, intense interest in specific topics, or an intense need for sameness. Students may engage in stereotyped or repetitive motor movements, which commonly manifest as finger flicking, hand flapping, unusual eye gazing, habitual toe walking, and/or spinning (Johnson 2007).

It is common for such behaviors to interfere with the student's education. Stereotypes can interfere with learning new behaviors and task completion and perseverations may limit motivation (Johnson 2007). Behaviors may also impact social performance, for example, a narrow range of interests may dominate conversations and conversations may be one-sided. Safety may be a concern as safety awareness is absent or limited. When developing an educational plan, restricted and repetitive patterns of behaviors must be identified and careful consideration given to their impact. Behaviors that interfere with functioning or reduce safety, may require intensive instruction to reduce or mediate the impact of the behavior.

Educators need to consider behavior and its function for that individual student to develop a plan accordingly. Successful teaching strategies include environmental adaptations to decrease interfering behavior and replacement techniques to help the student learn appropriate behaviors that serve the same function.

Example Instructional Focus Areas:

- Communication skills
- Social skills
- Play skills
- Coping skills
- Self-management
- Safety awareness

Generalization

Students with disabilities may have difficulty applying learned skills in new or novel situations, a concept known as generalization. Generalization should be a core component of the educational curriculum. A student's ability to generalize should be considered across a variety of circumstances: time, settings, materials, and persons. Each is explained below:

Time – maintenance of the skill over time, especially after the conclusion of instruction.

Settings – ability to apply the skill outside of the environment in which it was acquired, for example, in other areas of the school building or division, at home, and in the community.

Materials – ability to transfer the skill to other examples of the same item.

Persons – ability to apply the skill regardless of who is in the environment and with whom the student is interacting.

Careful planning must occur to ensure generalization of skills. Students must practice skills in a variety of environments, using a variety of materials, and with a variety of people. When assessing skill mastery, generalization should be included in data collection.

The following strategies may assist in fostering skill generalization:

- Include realistic environmental features in skill instruction and teaching environments.
- Conduct skill instruction in as natural occurring environment as possible.
- Conduct skill instruction in a variety of settings with a variety of instructors.
- Pair skill instruction with naturally occurring, positively rewarding consequences.
- Transfer mastered skills to a variety of environments.

The Educational Environment, Organization, & Structure

Individuals with disabilities can benefit from an environment that is structured and provides predictability and organization. Professionals and parents should work together to create an environment that promotes consistency and enhances independence. Structure is a key consideration for all educational settings regardless of whether it is a general education, special education environment, or another setting in the school such as the cafeteria, art room, or playground. The following considerations are critical for providing structure and predictability.

Physical Environment

A poorly planned or ill-designed physical learning environment can sabotage learning by imposing distractions, creating sensory reactions, or producing anxiety. The physical environment must be simple and organized with clearly defined physical boundaries to minimize distractions. Intended paths of travel and item locations should be obvious while different activities should occur in specific, obvious locations. Educators can use pictures to communicate room/area purpose to students with disabilities. Pictures can be included on a daily schedule and/or transportable pictures and be carried by a student navigating the room.

Schedules

The use of schedules can help the student to be aware of upcoming activities, assignments, and events. A daily schedule can make the day more predictable and less anxiety provoking. A weekly schedule can relieve uncertainty about upcoming events. The schedule should reveal whether it is a typical day or a day with unusual events. In the case of unusual events, preparation should take place well before its actual occurrence. A schedule should be based on the needs of the student and include the length of the time, level of detail, and symbolic representation. Any one or more of the following can be used to represent activities and events:

- Physical objects
- Photographs
- Drawings
- Written language

Timekeeping

Understanding temporal relations, or the passage of time, may be difficult for individuals with disabilities. Providing an appropriate timekeeping device or strategy to indicate the length of an activity can reduce anxiety and support independence. A clock, stopwatch, alarm, and hour/minute glass are examples of timekeeping pieces that can be provided to an individual student or class.

Supplies

Organization of materials can be problematic resulting in difficulty preparing for class activities, working on assignments, and even completing daily routines. Arrangement of materials should be carefully planned to orchestrate accessibility and easy management. Additional organization measures such as labeling or color coding may be helpful.

Rules

Class rules are an important component of an orderly educational environment. Rules should be minimal and easy to comprehend and apply. Rules can be represented in a format that is readily understood by the student to include pictures, drawings, and/or words. Steps should be taken to ensure a student with disabilities knows, understands, and can apply the rules in a variety of situations.

Transition Services

Preparing students for adult living, learning, and work is a process called transition. As students progress through school, they form ideas and plans for what their life will look like after high school. Parents and school staff are essential partners to help guide this process and to link the young adult with community supports.

Secondary transition services are defined in Policy 2419: Regulations for the Education of Students with Exceptionalities, as a coordinated set of activities for a student with an exceptionality that are designed within a results-oriented process focused on improving the academic and functional achievement of the student to facilitate movement from school to post-school activities, including post-secondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living, or community participation. Activities include instruction, community experiences, development of employment, and other post school adult-living objectives. If appropriate, services include acquisition of daily living skills and a provision of a functional vocational evaluation. Activities are based on an individual student's needs and must take into account the student's preferences and interests.

Transition assessment is one component of the transition services process identified in the Individuals with Disabilities Education Improvement Act (IDEA 2004). The assessment should be designed to assist a student and the IEP Team identify preferences, interests, and aptitudes about living, learning, or education and work needs for school and post school adult settings. Transition assessments are crucial for successful transition planning.

Summary

As IEP Teams work to address the academic achievement and functional performance of students with disabilities, individualization is a must. Each student will exhibit a unique set of characteristics. IEP Teams will design a plan to support the instruction of knowledge and skills necessary to live, work, and actively participate in the community.

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- Assessment Tool Example Provided At Support for Specially Designed Instruction (SSDI) Academies Functional Independence Skills Handbook (FISH)
The FISH is an assessment and curriculum for individuals with developmental disabilities used for determining functional activities from daily life. It contains an assessment that can assist in determining goals for educational programs for a person with developmental disabilities and sample lessons for each item evaluated.

Appendix A – Community Elements

The following section outlines example focus areas of educational instruction for students and offers standards and objectives that may need to be considered. These lists of standards and objectives are neither required nor exhaustive. These samples were adapted from the Cabell County Special Education Office and the Putnam County Office of Exceptional Education.

Independent Living

Nutrition

Standard: Student will select appropriate portions of foods/drinks.

Objectives -

- Elementary School:
 - » Student will classify foods from the food plate.
 - » Student will identify appropriate portions to eat.
 - » Student will learn the importance of eating breakfast.
 - » Student will select snack foods based on nutrition.
 - » Student will identify the importance of liquid/water intake.
- Middle School:
 - » Student will classify foods into food groups.
 - » Student will plan a balanced meal.
 - » Student will develop a basic understanding of calories.
- High School:
 - » Student will plan balanced menus for a family on a daily and weekly basis.
 - » Student will select a nutritionally balanced meal at a restaurant.

Food Preparation

Standard: Student will demonstrate safe behavior in the kitchen and prepare food in a sanitary manner.

Objectives –

- Elementary School:
 - » Student will identify appliances and utensils used in the kitchen.
 - » Student will demonstrate basic kitchen hygiene.
 - » Student will open/close containers and/or fasteners.
 - » Student will experiment with simple measurement.
 - » Student will set the table.
 - » Student will pour from a pitcher.
 - » Student will identify and sort articles that are refrigerated and non-refrigerated.
 - » Student will identify the materials/ingredients necessary to prepare various foods.
 - » Student will observe the function of basic kitchen appliances, tools, and utensils.
 - » Student will prepare foods that do not require the use of a stove.
 - » Student will serve self food.
 - » Student will clean up a spill.
 - » Student will clear and clean a table.
 - » Student will maintain the kitchen environment.
 - » Student will identify foods typically eaten at breakfast, lunch, and dinner.
 - » Student will use common kitchen utensils such as can opener, hand mixer, microwave, coffee maker, etc.

- » Student understands the concept of purchasing foods from a grocery store.
- Middle School:
 - » Student will demonstrate cooking readiness.
 - » Student will identify why food must be properly sorted and prepared.
 - » Student will identify spoiled foods and avoid them.
 - » Student will identify basic terms used in food preparation.
 - » Student will store food in a refrigerator, cupboard, and/or cabinet.
 - » Student will identify and use electric appliances.
 - » Student will prepare foods using a stove top.
 - » Student will prepare foods using the oven.
 - » Student will set the oven timer and set burners on stove to given temperature.
 - » Student will use pot holders to remove and place items on burner/in stove.
 - » Student will identify basic liquid and solid measures.
 - » Student will follow written and/or picture recipes.
 - » Student will follow instructions on cans or boxes of packaged foods.
 - » Student will maintain the kitchen environment.
 - » Student will serve food appropriately.
 - » Student will wash and dry dishes by hand or dishwasher.
 - » Student will demonstrate knowledge of proper meat defrosting procedures using a microwave oven and/or refrigerator.
 - » Student will develop a basic shopping list and locate items in the grocery store.
- High School:
 - » Student will follow written and/or verbal directions to prepare a nutritious meal.
 - » Student will maintain the kitchen environment.
 - » Student will set a table appropriately for a special occasion.
 - » Student will organize and store kitchen goods appropriately.
 - » Student will plan and prepare a simple meal.

Eating/Feeding/Drinking/Manners

Standard: Student will perform skills in the area of eating/feeding, drinking, and table manners.

Objectives -

- Elementary/Middle/High School:
 - » Student will feed self finger foods.
 - » Student will handle only own food/drink.
 - » Student will suck through a straw.
 - » Student will drink from a cup without spilling.
 - » Student will use a spoon without spilling.
 - » Student will unwrap a covering.
 - » Student will keep lips closed while chewing.
 - » Student will use a napkin appropriately to wipe hands and face.
 - » Student will use a fork appropriately.
 - » Student will use a knife to spread.
 - » Student will use a knife and fork to cut.
 - » Student will demonstrate appropriate eating behaviors and table manners for occasion/place.
 - » Student will drink a variety of liquids and sample new foods.

- » Student will request aid or clean up own spills.
- » Student will empty lunch tray/plate and put utensils and dishes in designated area.

Dressing & Undressing

Standard: Student will select apparel and dress appropriately.

Objectives -

- Elementary School:
 - » Student will identify various articles of clothing.
 - » Student will take off/ put on socks.
 - » Student will take off/ put on shoes.
 - » Student will lace shoes.
 - » Student will untie and tie shoelaces.
 - » Student will distinguish front and back of clothing.
 - » Student will zip and unzip clothing.
 - » Student will button and unbutton quarter-size buttons.
 - » Student will snap and unsnap snaps on a garment.
 - » Student will fasten a belt.
 - » Student will hang a coat on a hook.
 - » Student will hang a coat on a hanger.
 - » Student will remove and put on a coat.
 - » Student will dress in correct sequence with clothes put on correctly.
 - » Student will choose clothing appropriate to a given situation, weather, and/or activity.
 - » Student will select clothing that matches and/or “goes together.”
 - » Student will select clothing of appropriate size.
- Middle School:
 - » Student will identify the name and function of pieces of clothing.
 - » Student will identify clothing that needs to be laundered.
 - » Student will select appropriate wardrobe items.
 - » Student will select clothing on a daily basis, appropriate to the weather, occasion, etc.
- High School:
 - » Student will determine the probable clothing needs for a hypothetical family.
 - » Student will select and purchase own clothing.
 - » Student will select appropriate clothing for work, school, social setting (wedding, funerals, graduations, etc.).
 - » Girls will wear appropriate undergarments.

Clothing Care

Standard: Student will complete the tasks of laundering his/her clothing.

Objectives -

- Elementary School:
 - » Student will develop an awareness of clothing care.
 - » Student will identify various methods of cleaning clothes.
 - » Student will identify laundry products.
 - » Student will discriminate between clean and dirty clothing.
 - » Student will sort clothing for washing.

- » Student will hand wash clothing in a sink.
- » Student will fold socks.
- » Student will fold flat pieces.
- » Student will hang a coat, shirt, or dress on a hanger.
- » Student will put away laundry.
- » Student will identify clothing in need of repair.
- » Student will place dirty clothing in proper place.
- » Student will select clean clothing and change under clothing on a daily basis.
- Middle School:
 - » Student will increase the ability to determine when clothes need to be laundered and how to sort items appropriately.
 - » Student will read clothing care labels.
 - » Student will identify the equipment necessary for washing and drying clothes.
 - » Student will measure laundry products as directed on container.
 - » Student will determine the size of a load and the corresponding water level for washing.
 - » Student will sort clothing for washing according to color, fabric, and/or specific care.
 - » Student will utilize a washing machine.
 - » Student will utilize a dryer.
 - » Student will hang a pair of pants on a hanger.
 - » Student will hang a skirt on a hanger.
 - » Student will fold a pair of pants.
 - » Student will fold a shirt or sweater.
 - » Student will fold a flat and fitted sheet.
 - » Student will polish shoes.
 - » Student will identify clothing in need of ironing.
 - » Student will functionally arrange closets and drawers.
 - » Student will sew on a button.
 - » Student will repair clothing.
 - » Student will set up an ironing board and iron.
 - » Student will set an appropriate iron temperature.
 - » Student will iron a pillowcase.
 - » Student will store ironing equipment.
- High School:
 - » Student will follow written and/or verbal directions for laundry care.
 - » Student will remove stains from material and/or clothing.
 - » Student will iron a shirt or dress.
 - » Student will iron a skirt.
 - » Student will iron a pair of pants.
 - » Student will identify processes involved in dry cleaning.
 - » Student will repair clothing by using a sewing machine.

Home Care

Standard: Student will identify and perform home care skills.

Objectives -

- Elementary School:

- » Student will develop school housekeeping responsibilities.
- » Student will identify rooms in a house according to their use.
- » Student will identify standard pieces of household furniture, appliances, and fixtures.
- » Student will identify housekeeping tasks in the home.
- » Student will identify various cleaning supplies and materials.
- » Student will become aware of and maintain the outside environment.
- » Student will learn basic maintenance skills.
- Middle School:
 - » Student will dust with a dust cloth.
 - » Student will clean mirrors and windows.
 - » Student will make a bed.
 - » Student will change bed linens.
 - » Student will clean floors.
 - » Student will use broom on appropriate floors, use vacuum on appropriate floors, and mop appropriate floors.
 - » Student will operate a vacuum cleaner.
 - » Student will maintain the bathroom.
 - » Student will identify the proper sequence in which housekeeping tasks should be done.
 - » Student will keep sink, counters, table, and cooking area wiped off and clean.
- High School:
 - » Student will develop a housekeeping routine.
 - » Student will refine basic household maintenance skills.
 - » Student will develop an awareness of and ability to perform school custodial tasks.
 - » Student will use common cleaning products properly and safely.

Toileting

Standard: Student will demonstrate appropriate toileting skills.

Objectives -

- Elementary School:
 - » Student will indicate by gesture, action, vocalization, or communication the need to change wet/soiled pants.
 - » Student will demonstrate daytime bladder control.
 - » Student will demonstrate nighttime bladder control.
 - » Student will indicate the need to be taken or to go to the restroom.
 - » Student will locate the appropriate restroom within the school environment.
 - » Student will identify school restroom labels and international symbols.
 - » Student will flush the toilet without a reminder.
 - » Student will adjust clothes after going to the toilet.
 - » Student will use toilet paper appropriately.
 - » Student will use the toilet independently.
 - » Student will recognize and use appropriate bathroom times without a schedule.
 - » Student will plan ahead for bathroom needs.
 - » Student will wash and dry hands after using toilet.
 - » Boys will identify and use a urinal appropriately.
- Middle School:

- » Student will use community bathroom facilities.
- » Student will identify restroom labels in community locations.
- » Student will check appearance in the bathroom mirror before leaving for class, work, etc.
- » Boys will identify and use a urinal appropriately.
- High School:
 - » Student will maintain previously learned skills with emphasis on independence, rate, and quality.
 - » Student will flush toilet without reminder.
 - » Student will use toilet paper appropriately.
 - » Student will use community bathroom facilities.
 - » Student will identify restroom labels in community locations.
 - » Student will check appearance in the bathroom mirror before leaving for class, work, etc.

Grooming/Hygiene Skills

Standard: Student will perform personal hygiene/grooming skills.

Objectives -

- Elementary School:
 - » Student will turn water on and off independently.
 - » Student will regulate water temperature independently.
 - » Student will wash and dry hands independently.
 - » Student will brush teeth independently.
 - » Student will brush/comb hair independently.
 - » Student will blow nose into tissue independently.
 - » Student will cover mouth with tissue, arm, elbow, or hand when coughing or sneezing.
 - » Student will use mirror to assure daily neatness.
 - » Student will bathe independently.
 - » Student will clean eyeglasses.
- Middle School:
 - » Student will demonstrate shower skills.
 - » Student will lather and wash self in the shower/bath.
 - » Student will demonstrate dental care skills.
 - » Student will demonstrate nail care skills.
 - » Student will clean, file, and trim nails as needed.
 - » Student will demonstrate hair care skills.
 - » Student will keep own hair brushed/combed and arranged in acceptable manner.
 - » Student will demonstrate skin care skills.
 - » Students will demonstrate shaving skills.
 - » Student will shave face/legs/underarms as needed.
 - » Student will correctly choose and appropriately use deodorant, aftershave, colognes/perfumes, and lotions.
 - » Student will understand the safety needs of using electrical devices such as shavers, hair dryers, etc.
- High School:
 - » Student will maintain previously learned skills with emphasis on independence, rate, and equality.

- » Student will explain the importance of grooming in relation to the job interview process.
- » Student will demonstrate the proper use of basic cosmetics.

Restaurants

Standard: Student will perform the task of dining.

Objectives -

- Elementary School:
 - » Student will utilize a school cafeteria.
 - » Student will develop general restaurant skills.
 - » Student will demonstrate skills necessary in a fast-food environment.
 - » Student will demonstrate skills necessary in sit-down restaurants.
 - » Student will use a vending machine.
- Middle School:
 - » Student will refine general restaurant skills.
 - » Student will refine skills necessary in a fast-food restaurant.
 - » Student will demonstrate skills necessary in a cafeteria.
 - » Student will use a vending machine to purchase a drink, snack, or meal.
- High School:
 - » Student will refine general restaurant skills necessary in fast-food and sit-down restaurants and in cafeterias.
 - » Student will demonstrate skills necessary to dine as a guest in someone's home.
 - » Student will refine skills necessary in a sit-down restaurant.

Recreation/Leisure

Standard: Student will participate in various tasks and develop interests in incorporate in leisure time.

Objectives -

- Elementary School:
 - » Student will do a task/play independently.
 - » Student will do a task/play cooperatively with others.
 - » Student will respond acceptably to changes in activities and routines.
 - » Student will differentiate between leisure and work time.
 - » Student will distinguish between cooperative and competitive activities.
 - » Student will become aware of recreation/leisure activities.
 - » Student will develop an awareness of adaptive hobbies for various impairments such as vision, physical, or hearing impairment.
 - » Student will identify personal abilities necessary for hobbies, recreational, and extracurricular activities of choice.
 - » Student will identify game activities that can be played in the school classroom.
 - » Student will identify various hobbies and describe how hobbies can be developed.
 - » Student will identify activities appropriate to the different seasons of the year.
 - » Student will identify sport activities and the basic equipment use for each.
 - » Student will operate recreational appliances for entertainment and information.
 - » Student will describe ways to entertain friends at home.
 - » Student will identify recreational appliances for entertainment and information.
 - » Student will engage in indoor activities at home or in the neighborhood, independently

- or with friends, family members or others.
- » Student will engage in activities at school, independently, or with friends or others.
- » Student will explain why people take first aid kits on outings.
- » Student will put on sunscreen when going out in the sun.
- » Student will remember to drink plenty of liquids when in the sun or doing physical activities.
- » Student will show good sportsmanship.
- » Student will independently choose activity and comply with all areas of set up, play, and clean up.
- Middle School:
 - » Student will differentiate between leisure and work time in both the school and home settings.
 - » Student will identify reasons for participating in group activities.
 - » Student will identify equipment needed for a variety of sports events and the proper care of such equipment.
 - » Student will define the role of a spectator and the associated appropriate behavior.
 - » Student will employ proper etiquette and follow game rules.
 - » Student will follow game/activity rules and accept the outcome without anger or boasting when given the opportunity to observe or participate in an activity.
 - » Student will help plan and host a school party.
 - » Student will select a collecting hobby and determine the necessary materials.
 - » Student will become aware of fine arts presentations.
 - » Student will locate the time and channel of a favorite T.V. program in a television guide.
 - » Student will watch television selectively.
 - » Student will be exposed to a variety of indoor recreational activities.
 - » Student will engage in outdoor activities.
 - » Student will engage in activities at school.
 - » Student will engage in activities within the community.
 - » Student will explain what a volunteer is and give examples.
 - » Student will read newspapers, catalogs, mail, selected material, magazines, and books of personal choice.
 - » Student will explore additional grooming opportunities (e.g., such as painting your nails).
 - » Student will indicate the following:
 - » Favorite type of pet
 - » Favorite singer or music group
 - » Favorite holiday
 - » Two fun places to go in local town
 - » Three favorite animals at the zoo
 - » Favorite place to eat
 - » Favorite type of movie to see at theater
 - » Favorite games to play (table games, board games, card games, etc.)
 - » Favorite books at a library
 - » Amusements/rides at a theme park
 - » Things he/she likes about parades
 - » Favorite video to watch/rent

- » Favorite radio program to listen to
- High School:
 - » Student will name at least one newspaper in the community and use it to obtain information.
 - » Student will select and complete a hobby or a craft project.
 - » Student will determine services offered by local recreational facilities.
 - » Student will develop a list of recreational activities of interest and determine the cost, time, and location of each.
 - » Student will plan a vacation.
 - » Student will demonstrate an ability to prepare for a vacation (packing, expenses, food, clothing).
 - » Student will incorporate recreational expenses into a personal budget.
 - » Student will work as a volunteer.

Wellness

Standard: Student will perform tasks to gain and maintain good health.

Objectives -

- Elementary School:
 - » Student will identify the importance of adequate rest.
 - » Student will perform a daily exercise routine with visual and verbal cues from the teacher.
 - » Student will recognize health equipment in a doctor's office.
- Middle School:
 - » Student will perform a daily exercise routine.
 - » Student will demonstrate relaxation exercises.
 - » Student will practice "good" posture.
 - » Student will identify common household medical products.
 - » Student will accurately read a temperature registered on a fever thermometer.
 - » Student will identify the negative effects of substance abuse.
 - » Student will differentiate between safe and risky behaviors in relationships (WE.6.31).
 - » Student will recognize differences between safe and risky behaviors for preventing pregnancy and STDs (WE.6.35).
- High School:
 - » Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

Safety

Standard: Student will demonstrate knowledge of safety procedures.

Objectives -

- Elementary School:
 - » Student will state and/or identify his/her full name.
 - » Student will state and/or locate telephone number.
 - » Student will state and/or locate home address.
 - » Student will dial parent or guardian's telephone number.
 - » Student will identify the procedure to follow if lost.

- » Student will identify common dangers.
- » Student will stay away from common dangers.
- » Student will follow the routine for a fire drill at school.
- » Student will follow the routine for a severe weather drill at school.
- » Student will identify danger of putting foreign objects in the mouth.
- » Student will describe safety precautions to follow on the playground.
- » Student will recognize/practice basic pedestrian safety signs and procedures.
- » Student will identify safety rules to follow in riding in a private motor vehicle and/or school bus.
- » Student will demonstrate knowledge that he/she should not accept rides from or leave with a stranger or someone casually known.
- » Student will distinguish between actual friends and “friendly” strangers.
- » Student will identify basic bicycle safety rules.
- » Student will use a key and a knob on a variety of doors.
- » Student will read and interpret warnings on common household products.
- » Student will recognize poison labels.
- » Student will keep emergency phone numbers close to the phone.
- » Student will recognize symptoms of ill health.
- » Student will identify sights and sounds of emergencies.
- Middle School:
 - » Student will identify reason for common traffic and safety rules and practices.
 - » Student will recognize warning signs in the environment.
 - » Student will identify resources for assistance with medical problems.
 - » Student will identify persons responsible for safety in the community.
 - » Student will identify services offered by major emergency agencies and demonstrate how to report an emergency.
 - » Student will identify potential hazards found in the home.
 - » Student will list the proper first aid procedures for an animal bite and/or insect bite/sting.
 - » Student will identify correct first aid procedures for an animal bite and/or insect bite/sting.
 - » Student will identify correct first aid procedures to administer in emergency situations.
 - » Student will recognize emergency situations and follow appropriate procedures.
 - » Student will maintain, carry, and appropriately display a picture identification card.
 - » Student will demonstrate an understanding of information on medical product labels.
- High School:
 - » Student will identify warning labels.
 - » Student will demonstrate knowledge of emergency procedures.
 - » Student will identify vehicle safety signs and procedures.
 - » Student will demonstrate knowledge of automobile passenger safety.
 - » Student will apply knowledge of safety habits to everyday life (home, social, and work situations).
 - » Student will identify safe/unsafe use of ladders, power tools, and electrical appliances.

Self-Concept

Standard: Student will identify strengths and weaknesses to develop/maintain a positive attitude.

Objectives -

- Elementary School:
 - » Student will identify basic emotions.
 - » Student will identify positive traits of self and others.
 - » Student will accept praise.
 - » Student will accept constructive criticism.
 - » Student will make positive statements about self and take pride in achievements.
 - » Student will remain calm when disappointed and practice ways of managing frustration.
 - » Student will use “I” messages.
- Middle School:
 - » Student will identify necessary characteristics of a good self-concept.
 - » Student will increase self-acceptance by identifying personal strengths and limitations.
 - » Student will identify ways in which the actions of others affect one’s feeling of worth.
 - » Student will identify ways in which one’s emotions effect behavior of self and others.
 - » Student will discuss how feelings can improve or be detrimental to oneself.
 - » Student will discuss alternative ways to overcome negative feelings.
- High School:
 - » Student will construct a personal view of how others perceive him/her.
 - » Student will develop and/or maintain a positive attitude.
 - » Student will be a positive participant in planning for his/her future.
 - » Student will identify the need for professional counseling in dealing with a personal or family difficulty.
 - » Student will identify the appropriate community resource to meet counseling needs.

Consumer Skills

Standard: Student will conduct successful purchases and returns.

Objectives -

- Elementary School:
 - » Student will participate in a variety of simulated shopping experiences.
 - » Student will visit a variety of stores.
 - » Student will demonstrate appropriate store behavior.
 - » Student will utilize elevators/escalators as needed.
 - » Student will discriminate food stores from other stores.
 - » Student will name, identify, and describe different types of foods, how they are packaged, and where are they located.
 - » Student will shop routinely at a grocery store.
 - » Student will shop in a department in a department store, single-item store, and/or malls.
 - » Student will identify various types of housing available in the community.
- Middle School:
 - » Student will select the types of stores needed for specific purchases.
 - » Student will use newspapers to compare prices.
 - » Student will determine “enough” or “not enough” money to pay for a purchase.
 - » Student will name/identify advantages/disadvantages of using cash.

- » Student will practice making purchases of food, clothing, and furniture, buying the most economical product when given information on two or more products.
- » Student will increase and refine grocery shopping skills.
- » Student will use dates on items to determine freshness.
- » Student will refine and extend shopping skills in department stores, single-item stores, and/or malls.
- » Student will use a phone book.
- » Student will identify reasons why it is dangerous to keep large amounts of cash readily available.
- » Student will identify personal or family housing requirements.
- » Student will recognize/describe the purpose of Automated Teller Machines (ATM).
- » Student will identify the steps and choices involved in operating a savings account.
- » Student will recognize a bank statement.
- High School:
 - » Student will refine general shopping skills.
 - » Student will identify and differentiate between luxury and necessity purchases.
 - » Student will demonstrate the concept of quality purchasing.
 - » Student will demonstrate the concept of economic purchasing.
 - » Student will demonstrate independent grocery shopping skills.
 - » Student will expand and refine shopping skills in department stores, single-item stores, discount stores, and/or malls.
 - » Student will demonstrate appropriate procedures for selecting and trying on clothes.
 - » Student will select a wardrobe within a personal budget.
 - » Student will understand the procedures for returning items.
 - » Student will name/identify advantages/disadvantages of using credit cards.
 - » Student will state the appropriate/inappropriate use of credit.
 - » Student will identify things to consider before borrowing money.
 - » Student will locate suitable housing for self by utilizing newspapers, realty companies, and word of mouth.
 - » Student will demonstrate an awareness of how a checking account operates (e.g. making deposits, withdrawals, balancing, etc.).
 - » Student will open a checking account.
 - » Student will write a check and use a debit card properly to pay bills/purchases.
 - » Student will define comparative shopping and finances vocabulary.
 - » Student will calculate the price per unit or make the best buy.
 - » Student will recognize a warranty.
 - » Student will read and interpret common utility bills.
 - » Student will identify cautions to take into consideration when purchasing advertised items.
 - » Student will calculate and/or pay taxes.
 - » Student will divide expenses in a roommate situation.
 - » Student will identify reasons to purchase insurance.
 - » Student will learn that consumer rights are protected when making purchases.
 - » Student will participate in the selection and purchase of a car.
 - » Student will identify the most important factors in car maintenance.

- » Student will identify factors to consider when looking for a place to live.
- » Student will define “renting” and “buying” and identifying the advantages of each.
- » Student will identify the procedures for renting a house or an apartment.
- » Student will identify procedures for buying a house.
- » Student will identify necessary household furnishings.
- » Student will identify factors to be considered when purchasing furniture and appliances.
- » Student will understand the use of a phone card.

Community Services

Standard: Students will utilize community resources.

Objectives -

- Elementary School:
 - » Student visit a bank and describe the bank’s functions.
 - » Student will identify barber/beauty shops and their uses.
 - » Student will identify health care facilities.
 - » Student will use a pay telephone, with assistance.
 - » Student will identify the post office and its purpose.
 - » Student will become familiar with the library.
 - » Student will obtain a library card.
- Middle School:
 - » Student will utilize bank facilities to open and maintain a savings account, if consistent with district policy.
 - » Student will utilize a barber/beauty shop.
 - » Student will utilize health care facilities appropriately.
 - » Student will use a pay telephone independently.
 - » Student will utilize the post office.
 - » Student will utilize the library.
- High School:
 - » Student will utilize a savings account.
 - » Student will utilize a checking account.
 - » Student will use an automated teller machine and card.
 - » Student will identify licensing, titling, recording services offered by the county.
 - » Student will develop knowledge of community resource agencies.
 - » Student will complete an application for a state identification card.
 - » Student will complete an application for a driver’s license permit.

Transportation

Standard: Student will identify and utilize methods of transportation.

Objectives -

- Elementary School:
 - » Student will identify modes of transportation for moving people from place to place.
 - » Student will identify and describe walking, bicycles, automobiles, trucks, trains, and buses as forms of land travel.
 - » Student will identify and describe airplanes and helicopters as air travel.
 - » Student will identify and describe boats and ships as means of water travel.

- » Student will learn the meaning of basic traffic signs in the community.
- » Student will become familiar with pedestrian safety rules.
- » Student will become familiar with traveling by bicycle.
- » Student will identify and follow school bus rules.
- Middle School:
 - » Student will expand his/her knowledge of pedestrian safety rules.
 - » Student will identify traffic signs by shape.
 - » Student will receive exposure to public transportation.
 - » Student will use public transportation to travel to a specific, predetermined destination.
- High School:
 - » Student will utilize bus, train, and plan schedules appropriately.
 - » Student will develop transportation problem solving strategies when riding public transportation.
 - » Student will utilize a taxicab, Uber, and Lyft.
 - » Student will become familiar with car-pooling.
 - » Student will make reservations for and obtain an airline ticket.
 - » Student will demonstrate knowledge of procedures to follow after witnessing or being involved in an accident.

Career Awareness

Standard: Student will demonstrate knowledge related to career awareness.

Objectives -

- Elementary School:
 - » Student will distinguish between work and play.
 - » Student will identify different types of workers.
 - » Student will identify different products made by workers and describe where the products are made.
 - » Student will identify community workers who provide services and describe the services of each.
 - » Student will learn that personal needs and values can be met by work.
 - » Student will describe work and workers in the home.
 - » Student will describe basic employability traits and demonstrate them in school.
 - » Student will describe work and workers in the school.
 - » Student will develop an awareness of basic responsibilities within the school classroom.
- Middle School:
 - » Student will investigate and determine the reasons why people work.
 - » Student will expand vocabulary to include terms used in employment situations.
 - » Student will identify ways in which specific occupations contribute to society.
 - » Student will identify the role of employment in building personal and social relationships.
 - » Student will identify major occupational interests.
 - » Student will identify way in which different workers are dependent on each other.
 - » Student will identify necessary aptitudes related to an occupational choice.
- High School:
 - » Student will explore a variety of occupational categories and begin developing occupational preferences.

- » Student will recognize that work is necessary to obtain economic independence.
- » Student will identify personal needs that are met by an income.
- » Student will determine if a worker's net pay is adequate to meet expenses.
- » Student will identify the four general job classifications: non-skilled, semi-skilled, skilled, professional.
- » Student will identify physical limitations which would prohibit performance of a specific job.
- » Student will match jobs with the appropriate hourly wage of each.
- » Student will develop an understanding of different kinds of wages.
- » Student will identify the aptitudes required by specific jobs.
- » Student will identify requirements for jobs of interest within the community.
- » Student will identify employer responsibilities.
- » Student will use newspaper and/or online database to locate jobs or training.
- » Student will identify traits needed for continued employment, i.e. doing what is asked by an employer, having a pleasant personality, completing assignments, wise use of time and effort, obey rules, taking pride in job well done.
- » Student will identify ways to be safe on jobs.
- » Student will demonstrate an awareness and knowledge of the rights, privileges, and fringe benefits of a worker.

Career Exploration

Standard: Student will explore future vocations by completing tasks with greater skill and accuracy.

Objectives -

- High School:
 - » Student will explore various occupations.
 - » Student will participate in school's work exploration program.
 - » Student will volunteer in help programs.
 - » Student will attend and participate in career day at home school, vocational school, or community school.
 - » Student will complete a vocational assessment.
 - » Student will discuss results with evaluator, teacher, or counselor.
 - » Student will identify jobs that are well-matched to personal strengths.

Career Preparation

Standard: Student will become aware of means to obtain employment and identify ways to keep a job.

Objectives -

- Job Procurement
 - Middle School:
 - » Student will become aware of classified advertisements as a means for identifying job possibilities.
 - » Student will maintain job performance acceptable to the supervisor.
 - » Student will identify methods for dealing with adjustment problems on work sites.
 - » Student will become familiar with information required on job applications.
 - » Student will identify personal traits considered important for an employee.
 - » Student will identify reasons why a person may fail to be employed.
 - » Student will identify ways to keep a job.
 - » Student will identify job terms such as wage, position, experience.

- High School:
 - » Student will identify and demonstrate the steps involved in searching for a job.
 - » Student will locate available jobs using the classified section of newspaper.
 - » Student will collect and maintain data necessary to complete a job application.
 - » Student will become familiar with appropriate interviewing skills.
 - » Student will complete a job application information sheet/card to carry to interviews.
 - » Student will obtain a work permit/food service permit.
 - » Student will demonstrate the ability to complete business forms and applications.
 - » Student will create a functional resume.
 - » Student will become familiar with questions frequently asked in a job interview.
 - » Student will demonstrate appropriate language when interviewing for a job.
 - » Student will become familiar with questions to ask during an interview.
 - » Student will develop a basic understanding of Social Security.
 - » Student will become responsible for his/her Social Security card.
 - » Student will complete an “Employee’s Withholding Allowance Certificate” (W-4 form) upon employment.
 - » Student will determine ways to obtain a raise or promotion.
 - » Student will determine ways to avoid problems with employers and/or co-workers.
 - » Student will identify resources for assistance if employment problems cannot be resolved.
 - » Student will role-play a job interview.
 - » Student will apply for a specific job in a career area of interest.
 - » Student will obtain at least one appropriate suit of clothes for job interviews.
- Problem Solving
 - High School:
 - » Student will systematically analyze the component parts of a given situation or process and then plan, organize, and implement a concept to improve that situation or process.
 - » Student will apply a given set of rules, directions, or instructions to solve a problem or to accomplish a task.
 - » Student will prioritize multiple tasks according to importance and prepare a time frame and schedule to accomplish the tasks.
 - » Student will identify and analyze a problem by stating causes and effects.
 - » Student will demonstrate an understanding of oral, visual, and written information by summarizing it and following through with appropriate action.
- Communication
 - High School:
 - » Student will use correct grammar when speaking and correct punctuation, spelling, vocabulary, and grammar in all written work.
 - » Student will take a position and communicate ideas to justify position.
 - » Student will use multi-media and prepare an oral presentation that has a specific message that is effective and then alter the presentation for a different audience.
 - » Student will use active listening and observation skills to understand the positions of others, and use verbal and nonverbal cues from other to communicate effectively in return.

- Working with Others
 - High School:
 - » Student will understand what it takes to develop an effective Team, including Team rules, behavior norms, Team roles, communications, and decision-making practices.
 - » Student will use encouragement, persuasion, motivation, and other effective communication skills to complete group assignments.
 - » Student will perform effectively in both leadership and non-leadership roles.
 - » Student will demonstrate the ability to mediate and resolve conflicts.
 - » Student will provide effective, corrective, and positive feedback to others in the appropriate situation.
- Technology
 - High School:
 - » Student will demonstrate the ability to set up and operate computer equipment.
 - » Student will demonstrate the ability to obtain and exchange information by using online sources.
 - » Student will demonstrate the ability to select and use multiple software packages for specific purposes.
 - » Student will demonstrate the ability to use word processing.
 - » Student will demonstrate the ability to create and use databases, spreadsheets, and graphics.
 - » Student will demonstrate the ability to use telecommunications.
 - » Student will select and use the appropriate technology and procedures for a resolution or solution for a given word problem, assignment, or task.
- Self-Management
 - High School:
 - » Student will understand what is expected of a person in a given situation or process, and be able to clarify, modify, and/or meet those expectations.
 - » Student will be punctual with appointments and completion of work assignments and be able to handle appropriately unavoidable delays.
 - » Student will stay with an assignment or task to completion.
 - » Student will demonstrate self-motivation.
 - » Student will work independently without direct supervision.
 - » Student will take steps appropriate to developing or implementing new ideas or concepts to improve a given situation or process.
 - » Student will choose ethical courses of action and exhibit honesty and reliability in words and action.
 - » Student will dress appropriately to maximize personal effectiveness and safety in various settings (e.g. work, school, community functions).
 - » Student will be able to check details and quality of one's work and to take action to correct mistakes.

Work Skills

Standard: Student will develop the skills necessary to complete tasks in the workplace.

Objectives -

- Preparatory

Elementary School:

- » Student will sort by type of object.
- » Student will sort by color of object.
- » Student will sort by shape of object.
- » Student will sort by size of object.
- » Student will disassemble small units of two or more parts.
- » Student will assemble parts of an object to make a section of that object.
- » Student will assemble parts of an object to make the whole object.
- » Student will separate continuous rolls of paper, plastic sheeting, cloth, and bagging material into measured parts.
- » Student will use storage areas appropriately.
- » Student will become familiar with supplies used in school.
- » Student will become familiar with simple hand tools.
- » Student will use scissors.

• Food Service

Elementary School:

- » Student will assist with snack time.
- » Student will clean own lunch area.
- » Student will assist in school cafeteria.
- » Student will put clean dishes away.
- » Student will clean the exterior of a refrigerator.
- » Student will identify food preparation equipment found in the kitchen of a school cafeteria and give the proper name and function of each.

• Middle School:

- » Student will straighten cabinets and drawers.
- » Student will clean a stove top.
- » Student will clean the interior of a refrigerator.
- » Student will identify the components of a standard recipe.
- » Student will identify sanitary procedures for food preparation and service.

• High School:

- » Student will demonstrate personal sanitation for food service employees.
- » Student will demonstrate washing, sanitizing, and drying dishes by hand.
- » Student will demonstrate washing glassware, tableware, and flatware in a commercial dishwashing machine.
- » Student will demonstrate washing, sanitizing, and drying pots and pans, and other utensils by hand.
- » Student will identify and select appropriate tools for food preparation.
- » Student will identify and select appropriate utensils for food preparation.
- » Student will use cutting tools safely.
- » Student will identify the use and care procedures for food preparation equipment.
- » Student will identify appropriate use and care of cooking equipment.
- » Student will demonstrate proper use and care of cold storage equipment.
- » Student will demonstrate the use and care of holding and serving equipment.
- » Student will define food service terminology.
- » Student will identify common can sizes and their approximate yield.

- » Student will prepare sandwiches.
- » Student will prepare appetizers.
- » Student will prepare soups, sauces, and gravies.
- » Student will prepare eggs and egg dishes.
- » Student will prepare cheese and cheese dishes.
- » Student will prepare meats, seafood, and poultry.
- » Student will prepare cereal and pasta products.
- » Student will prepare fruits and vegetables.
- » Student will prepare breads.
- » Student will prepare a variety of desserts.
- » Student will prepare cookies.
- » Student will prepare cakes and icing.
- » Student will prepare pastry and pies.
- » Student will demonstrate the proper use of seasonings.
- » Student will adjust recipes to increase or decrease yield.
- » Student will use proper methods of proportioning foods.
- » Student will use proper procedures to serve food.
- » Student will identify persons responsible for side work duties.
- » Student will demonstrate basic rules for table service.
- » Student will demonstrate procedures for setting tables.
- » Student will demonstrate procedures for writing orders and placing them in the kitchen.
- » Student will demonstrate steps involved in picking up, assembling, and inspecting food orders.
- » Student will identify the order of service for breakfast, lunch, and dinner.
- » Student will demonstrate the correct removal of dishes from the table.
- Home Industry
 - Elementary School:
 - » Student will identify tools used in the home, school, and community and describe the function of each.
 - » Student will pick up and hold simple tools.
 - » Student will identify and demonstrate the proper use of basic household tools.
 - » Student will plug in and unplug appliances.
 - » Student will use light switches and switches that turn appliances and conveniences on and off.
 - » Student will lock and unlock catches, locks, and chains on doors.
 - » Student will set clocks.
 - » Student will sort nails or bolts.
 - » Student will use sandpaper.
 - » Student will use paint and a paintbrush.
 - » Student will use a hammer.
 - » Student will bolt wood together.
 - » Student will use a screwdriver.
 - Middle School:
 - » Student will match a list of tasks to the tools and materials necessary for each.
 - » Student will use a screwdriver.

- » Student will loosen or take out screws.
- » Student will remove a nail.
- » Student will use a standard and an adjustable wrench.
- » Student will use pliers.
- » Student will stain wood.
- » Student will paint wood.
- » Student will seek appropriate help for repairs to household appliances and accessories.
- High School:
 - » Student will saw a board.
 - » Student will use hand drill and electrical drill.
 - » Student will become familiar with different painting techniques.
 - » Student will make minor household repairs.
 - » Student will determine proper battery size for a battery operated device and install the battery correctly.
- Horticulture
 - Elementary School:
 - » Student will develop an awareness of plants and their care.
 - Middle School:
 - » Student will coil a hose.
 - » Student will pull weeds from beds and borders.
 - » Student will use grass clippers to trim grass.
 - » Student will use a wheelbarrow.
 - » Student will fertilize a lawn.
 - » Student will water a lawn using stationary sprinkler.
 - » Student will use a leaf blower.
 - High School:
 - » Student will use a shovel with a round point.
 - » Student will use a push broom to clean an outside area.
 - » Student will use a grass rake after mowing.
 - » Student will maintain and/or start a power mower.
 - » Student will mow lawns of different shapes.
 - » Student will mow tall grass.
 - » Student will transplant bushes.
 - » Student will trim hedges.
 - » Student will maintain and use a weed-eater.
 - » Student will pile debris for removal.
 - » Student will care for a lawn independently.
- Housekeeping
 - Elementary School:
 - » Student will follow a schedule for general house cleaning.
 - » Student will strip a bed.
 - » Student will dust flat surfaces.
 - » Student will replace toilet paper on a roll.
 - » Student will clean up clutter by putting it in the appropriate place.

- Middle School:
 - » Student will become familiar with safety practices and most common cause of accidents.
 - » Student will become familiar with necessary cleaning equipment and supplies.
 - » Student will use a cart with cleaning supplies.
 - » Student will remove smudges from smooth surfaces.
 - » Student will clean and adjust venetian blinds and window shades.
 - » Student will vacuum upholstered furniture.
 - » Student will wash woodwork and doors.
- High School:
 - » Student will change a light bulb.
 - » Student will clean a floor with a wet mop.
 - » Student will wax the floor using liquid wax.
 - » Student will vacuum the floor.
 - » Student will clean interior walls.
 - » Student will sort clothes for washing.
 - » Student will use an automatic washer.
 - » Student will use an automatic dryer.
 - » Student will use a steam iron.
 - » Student will iron flat pieces with a steam iron.
 - » Student will iron a shirt or a blouse.
 - » Student will iron a pair of pants.
 - » Student will mend items by machine.
 - » Student will become familiar with the routine of cleaning private homes.
 - » Student will become familiar with the routine of cleaning guest rooms in hotels/motels.
 - » Student will make a bed.
 - » Student will care for blankets and mattress.
- Janitorial
 - Elementary School:
 - » Student will clean the chalkboard/dry erase board.
 - » Student will arrange chairs.
 - » Student will empty wastebaskets.
 - » Student will place toilet paper on a roll.
 - » Student will fill a paper towel dispenser.
 - » Student will identify basic custodial tools found in a school and give the name and function of each.
 - Middle School:
 - » Student will line a wastebasket or garbage can.
 - » Student will clean a mirror.
 - » Student will clean a window.
 - » Student will clean a drinking fountain.
 - » Student will sweep the floor.
 - High School:
 - » Student will change a light bulb and/or fluorescent tube.
 - » Student will use a squeegee to clean large windows.
 - » Student will vacuum the floor.

- » Student will sweep, using a push broom.
- » Student will use a string mop.
- » Student will wax the floor, using liquid wax.
- » Student will strip old wax from floors.
- » Student will buff smooth-surfaced floors.
- » Student will follow a routine to clean the public areas of a building.
- » Student will follow a routine to clean an office.
- » Student will identify reasons for daily cleaning of restrooms, bathrooms, and shower rooms.
- » Student will clean the bathtub, shower, and sink.
- » Student will clean toilets.
- » Student will follow the routine for cleaning a restroom or shower room.
- » Student will identify ways to conserve time and energy, whenever possible, when performing tasks.
- Office/Clerical
 - Elementary School:
 - » Student will deliver attendance card and/or lunch count to the school office.
 - » Student will use a letter opener.
 - » Student will load a stapler.
 - » Student will use a stapler.
 - » Student will remove staples.
 - » Student will fasten papers with paper clips.
 - » Student will use rubber bands to group items together.
 - » Student will punch holes in paper.
 - » Student will sharpen a pencil.
 - » Student will empty a pencil sharpener.
 - » Student will fold an 8½ "x 11" sheet of paper to be inserted into an envelope.
 - » Student will insert items into envelopes.
 - » Student will seal envelopes.
 - » Student will affix postage stamps to envelopes.
 - » Student will make a telephone call with assistance.
 - Middle School:
 - » Student will collate papers.
 - » Student will insert pre-addressed information into window envelopes.
 - » Student will apply pressure-sensitive labels on envelopes.
 - » Student will stamp return address envelopes.
 - » Student will seal cartons using tape.
 - » Student will wrap and tie packages of various shapes and sizes.
 - High School:
 - » Student will answer the telephone and take messages.
 - » Student will file records by name.
 - » Student will operate basic office equipment.
 - » Student will sort envelopes by zip code.
 - » Student will perform other routine office tasks.

Work Behaviors

Standard: Student will develop appropriate behavior for the workplace.

Objectives -

- Elementary School:
 - » Student will develop job responsibilities.
 - » Student will identify the importance of following directions in school and at work.
 - » Student will complete a task correctly, within an appropriate amount of time.
 - » Student will perform a series of assignments in response to verbal instruction.
 - » Student will perform “employee” responsibilities to the best of his/her ability.
 - » Student will develop endurance in work situations.
 - » Student will inspect objects for quality work.
- Middle School:
 - » Student will demonstrate improvement in working with peers and in completing class assignments.
 - » Student will develop job responsibilities.
 - » Student will identify satisfactory time frames required for specific jobs.
 - » Student will identify potential hazards on the job and at school.
 - » Student will “give” and “accept” supervision in small-group situations.
 - » Student will identify reasons for working with others and will recognize the importance of individual components in a cooperative effort.
 - » Student will complete a task which involves other persons.
 - » Student will get along with co-workers.
 - » Student will develop a good work attitude.
 - » Student will maintain an accurate record of the hours and minutes worked at school.
 - » Student will be on time to school and all school-related functions.
 - » Student will call the school to report an absence cause by illness or other acceptable reason.
 - » Student will successfully perform a job within the school setting by adhering to all requirements of the program.
 - » Student will develop endurance in work situations.
- High School:
 - » Student will identify major reasons for practicing safety and will follow safety instructions on the job.
 - » Student will recognize the need for and importance of attendance and punctuality.
 - » Student will perform a series of tasks in response to written/pictorial instructions.
 - » Student will complete a job following supervisory instructions.
 - » Student will accept criticism and promptly correct the error.
 - » Student will identify reasons for quality standards at school and on the job.
 - » Student will increase endurance in work situation

Socialization

Standard: Student will develop the skills to interact with others.

Objectives -

- Elementary School:
 - » Student will imitate play activity.

- » Student will engage in solitary play in the presence of other students.
- » Student will respond to his/her name.
- » Student will respond to and make greetings/salutations.
- » Student will return smile when smiled upon by others.
- » Student will respond to others in a positive manner.
- » Student will say “please” and “thank you” at appropriate times.
- » Student will say “excuse me” at appropriate times.
- » Student will engage in parallel play.
- » Student will share a toy with a peer.
- » Student will wait his/her turn.
- » Student will initiate peer contact.
- » Student will engage in cooperative play.
- » Student will state own feelings in a conflict situation.
- » Student will initiate a compromise to resolve conflict with peers.
- » Student will ask permission to use other’s belongings.
- » Student will identify a friend.
- » Student will remain at the table throughout the meal.
- » Student will identify ownership.
- » Student will answer the phone appropriately.
- » Student will exhibit sympathetic behavior and a concern for others.
- » Student will accept responsibility.
- » Student will play competitive games without anger.
- » Student will communicate wants and needs.
- » Student will analyze the tone of verbal communication – friendly/hostile.
- » Student will be courteous during a variety of social functions.
- » Student will use appropriate proximity control during interactions.
- » Student will demonstrate awareness of appropriate conversation topics.
- Middle School:
 - » Student will identify ways personal behavior affects others.
 - » Student will identify ways that peers are alike and different.
 - » Student will make and maintain friendships.
 - » Student will recognize and handle peer pressure.
 - » Student will identify facets of prejudice and discrimination.
 - » Student will recognize a variety of stereotyping and discrimination in relationships.
 - » Student will listen and respond appropriately.
 - » Student will recognize body language and signals.
 - » Student will use “I” statements instead of “you” statements when expressing needs.
- High School:
 - » Student will identify factors involved in dating.
 - » Student will identify topics concerning teen issues.
 - » Student will recognize potential drug and alcohol effects.
 - » Student will recognize signs of abuse.

Appendix B – Transition Goals & Objectives

Adapted from Connecticut’s Transitions Training Manual and Resource Directory
(September 2004)

The transition planning process is driven through the development of a comprehensive IEP for each student. One of the greatest difficulties in the provision of quality transition services is that transition goals and objectives have not, traditionally, driven the development of an IEP. Transition planning in many instances, remains an “afterthought.”

Ask yourself a simple question: If we are to prepare students to successfully transition to the responsibilities of adult life, how can we accomplish this without knowing where the student is going?

Understanding, defining and clarifying post-school dreams, visions, and outcomes will give teams the foundation to begin to develop transition goals and objectives that reflect what skills a student will need to achieve his/her goals.

The transition component of the IEP must address the targeted post-school outcomes in each of the domains noted in IDEA: postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation. The post-school outcomes areas mandated under IDEA can be consolidated into the domains of:

- Postsecondary Education/Training
- Employment
- Independent Living/Community Participation

Questions for students:

Postsecondary Education: Are you interested in pursuing higher education after you leave high school?
Have you investigated the types of colleges/universities that will match your interests/needs/environment?
What supports will you need to succeed in a postsecondary, academic environment?

Employment: What kind of work would you like to do?
What kind of training will you need for that work?
What kind of environment would you enjoy working in?
Will you need any supports on the job?

Independent Living: Where would you like to live (with your family, on your own, with friend)?
What kinds of skills will you need to make it happen (cooking, cleaning, using transportation)?
How will you take care of your health needs?
How will you manage financially?

Community Participation: Will you be able to travel to work and pursue leisure activities in the community?
Will you be able to access the services that can help you?
Do you have hobbies and interests outside of school? Will they be enough to fill your leisure hours as an adult?
How will you be able to find friends and maintain relationships with friends and family?

Once the IEP Team has the answers to some of these questions, you can begin to develop a framework for what life after school will look like for this student. You will also have a better idea of what skills, experiences, and educational experiences must be integrated into the student's IEP.

The following section contains a set of objectives that can assist you in identifying potential areas of skill training for a student. While not exhaustive, it should provide you with some good ideas of the types of opportunities students will need in order to enhance their independence as an adult in whatever post-school environment that is appropriate.

Independent

Goal: Student will acquire the necessary daily living skills to allow for independent functioning in a variety of environments (home, vocational, and community).

- Student will maintain well-groomed appearance and proper hygiene.
- Student will perform appropriate first aid for minor cuts, burns, and insect bites.
- Student will identify personal medical management needs (prescription, over-the-counter medicine, directions, and safety of use).
- Student will verbalize information about the need for regular exercise and proper diet to maintain healthy bodies.
- Student will identify steps necessary to ensure a safe environment, such as obtaining appropriate assistance during emergencies, dealing with strangers, having appropriate ID and knowing when and how to use it.
- Student will maintain a clean bathroom — based upon specific teacher criteria.
- Student will maintain a clean kitchen — based upon specific teacher criteria.
- Student will maintain a clean living room — based upon specific teacher criteria.
- Student will apply and expand knowledge of meal preparation skills, clean up, food storage, and safety in the kitchen- based upon specific teacher criteria.
- Student will demonstrate appropriate use of household appliances — based upon specific teacher criteria.
- Student will demonstrate appropriate skills in laundering based upon specific teacher criteria.
- Student will perform necessary organizational techniques, such as calendar use, scheduling, and record keeping.
- Student will expand time management skills as they relate to home, work, and the community.
- Student will, through role playing, demonstrate appropriate telephone etiquette, usage, 911 emergency calls, 411 operator assistance, and personal safety.
- Student will apply and expand knowledge of written correspondence including telephone messages, letters, lists, etc., based upon specific teacher criteria.

- Student will based on a dollar amount, choose and purchase a meal in a restaurant or cafeteria.
- Student will demonstrate people etiquette, procedure, and social conversation when in a community based upon specific teacher criteria.
- Student will, based on a given dollar amount, locate and purchase appropriate items in a store for meal preparation, clothing purchases, household, and personal needs-based on specific teacher criteria.

Community Participation

Goal: Student will acquire the necessary skills to access the community with independence (and/or specified levels of support).

- Student will participate in _____ extracurricular activity/clubs in the school and community.
- Student will participate in _____ sports program in the school/community.
- Student will be assigned a Peer Mentor to support him/her in recreation/leisure activities in the school/ community.
- Student will read and follow directions, maps, signs, and transportation schedules.
- Student will receive additional tutorial support to pass the written driver's license examination.
- Student will learn the skills to access public transportation.
- Student will participate in community- based training to learn skills related to:
 - » Shopping
 - » Going to a Restaurant
 - » Establishing a checking and savings account and completing transactions at a bank
 - » Utilizing the Post Office
- Student will demonstrate an understanding of proper etiquette in a variety of social/community situations.
- Student will register to vote (if age 18) and learn the skills to use the voting machines.
- Student will learn the skills access appropriate medical care (calling doctors to make appointments).
- Student will identify leisure activities that they can enjoy in their free time. Student will identify appropriate community resources that could support them after high school.
- Student will complete an application for federal/financial assistance, if appropriate (SSI, SSDI, Title XIX), with assistance from staff and family.

Appendix C — Community Readiness Program of Study

Personalized Program of Study – Elective

As part of high school graduation requirements students may earn four (4) personalized credits in addition to the 18 prescribed credits as outlined in Policy 2510: Assuring Quality of Education: Regulations for Education Programs. For some students with disabilities the State approved Career and Technical Education (CTE) Program of Study Individual Work Ready Competencies Program of Study are not options. These students with disabilities (SWDs) cluster into two (2) groups: those students working on meeting graduation requirements for a standard high school diploma and those students working on meeting graduation requirements for a State Defined Alternate Diploma. Counties may identify four (4) personalized courses that support the student’s career cluster to meet graduation requirements.

Community Readiness Program of Study- Elective

Policy 2510 states that students with disabilities may earn four (4) credits in Community Readiness Training recommended through an Individualized Education Program (IEP) Team as a personalized program of study. Districts may locally create these four (4) courses.

District Process for Locally Created Elective Course:

- Create the course and finalize the required standards.
- Seek approval from the local Board of Education for the course created.
- Document the locally developed course on the IEP under Career Pathway Options and specify the locally developed course on the IEP.
- Specific locally developed course must be documented in the student’s Personalized Education Plan (PEP).

Students with Disabilities- Standard Diploma

The following course codes may be used for the locally developed elective course (s).

Course Title	WVEIS Course Code
Supported Employment	7612
Workplace Skills	7613
Career Awareness	7625
Career Exploration	7627
Career Preparation	7629

The Community Readiness Guidance for West Virginia Schools and Districts has information that may be used to create these courses:

Workplace Skills	pp. 40-46
Career Awareness	pp. 37-38
Career Exploration	p. 38
Career Preparation	pp. 38-40

Workplace and Community Readiness

Program of Study
Lewis County Schools

Lewis County schools has developed four (4) Community Readiness Training Courses as a personalized program of study and has permitted its courses to be included in the document.

This program of study is designed to provide guidance to some students with IEPs in the development of employment, training/education and independent living skills to prepare for their adult lives. The four courses have increasing focus on particular employment opportunities and the skills needed to be successful in those settings, including options for training and/or further education. The courses also address independent living skills and community integration to support students as they become responsible and productive citizens.

Students in this program of study (four of the courses) are expected to:

- Participate in assessments that contribute to career planning and decision making, including:
 - » basic achievement skills,
 - » vocational aptitudes and abilities,
 - » employability skills,
 - » work related social skills,
 - » personality types and learning styles, and
 - » career interests and preferences.
- Interpret personal assessment results.
- Identify skills needed for work and specific job training in the 21st century workplace.
- Pursue basic skills that support efforts to seek, obtain, or maintain a specific job.
- Establish goals for gaining basic skills required for independent living.
- Demonstrate and discuss self-determination components (know yourself, value yourself, plan, act, experience outcomes, evaluate/reflect, and assess their individual levels of self-determination,
- Establish goals for self-determination, self-advocacy, and disclosure.
- Work with supervisors, classmates, and co-workers cooperatively.
- Acquire personal skills in areas, including:
 - » Goal setting
 - » Time management,
 - » Communication,
 - » Decision making,
 - » Problem solving,
 - » Intra-personal (self) communication,
 - » Workplace ethics,
 - » Respectfulness,
 - » Wellness, hygiene, and safety,
 - » Ability to accept criticism and praise, and
 - » Basic financial literacy.

Course 1: Job Exploration

This course is designed to help students explore the various types of work available to them both in

the community and to some extent in other locations of the state/country. The content of the course will be an overview and exploration of occupational clusters (mechanical, construction, retail, health care, etc.) and the basic skills needed for these job clusters, as well as the array of jobs. Soft skills for work (i.e. work ethics, general employment skills, and hygiene) will be incorporated into this class. Basic budgeting skills will be addressed as the students identify the wages earned in the various job types and their current view of independent living costs.

Assessments: Interest inventories and basic assessments in reading, math, and job skills, self-advocacy skills

Class Project: Development of a portfolio of job opportunities and skill requirements in various cluster areas and classroom presentations.

Students will be expected to:

- Explore personal attitudes about work and living.
- Investigate career clusters and the continuum of occupations and jobs within each cluster.
- Self-assess beliefs and attitudes toward work.
- Work independently on assigned tasks for specified time period.
- Demonstrate honesty.
- Maintain good attendance with minimal absences for valid excuses only.
- Exhibit acceptable social skills in all class and work settings.
- Practice effective communication.
- Understand and follow simple directions for work task completion.
- Exhibit resourcefulness in problem solving.
- Demonstrate ability to work unsupervised.
- Demonstrate ability to stay on task.
- Complete task in a reasonable or specified time.
- Exhibit initiative in moving to the next task.
- Demonstrate safe work habits.
- Demonstrates ability to perform simple reading on the job.
- Demonstrate ability to perform simple writing on the job.
- Demonstrates ability to perform simple math on the job (counting, weighing).
- Explore a variety of job sites in the local community.
- Explore intra-personal values, attitudes, and habits.
- Explore and document current levels of independent living skills such as transportation/mobility, self-determination/self-advocacy, communication, leisure/recreation, home management/living, health management, financial management, daily living, community participation/citizenship, assistive technology supports/needs, and personal responsibility.
- Explore personal preferences for independent living.

Course 2: Job Skill Development

This course is designed to allow the students to look more closely at jobs of particular interest to them while continuing to develop general work, learning, and living skills. It is designed to help the student select a particular field of inquiry of job feasibility in preparation for job shadowing and on-site training in future courses. The content will be targeted toward various occupational clusters,

specific jobs, and the skills needed for safety and productivity. Independent living skills will include more in-depth personal finance planning, hygiene maintenance, and knowledge of community supports for adults.

Assessments: Job skill, aptitude, interest, independent living assessments

Class Project: Development of a portfolio of specific job skills necessary for jobs in student's area of interest, job opportunities in locale, personal plan for obtaining skills for employment, decision making and presentation to match interests and aptitudes.

Students will be expected to:

- Self-evaluate exploratory sites to determine most desirable occupational areas.
- Explore and analyze education and training requirements of specific areas of interest (high school/post-secondary).
- Discuss and reflect upon environmental factors and employment projections related to specific career interest.
- Explore labor market information, especially for careers of interest.
- Explore personal preferences for work settings.
- Develop a short term and long term plan for living, learning, and work goals.
- Collect, organize, and analyze information from a variety of sources to develop a plan for achieving personal career goals.
- Participate in discussions to set realistic career goals based on current preferences, interests, and skills for selected careers/occupations.
- Make decisions and develop a timeline to achieve short and long term career goals.
- Develop and evaluate personal options for career preparation and propose a plan for achieving goals for adult living, learning, and work.
- Demonstrate desirable social skills on the job site.
- Acquire personal skills in areas, including:
 - » Goal setting,
 - » Time management,
 - » Communication,
 - » Decision making,
 - » Problem solving,
 - » Intra-personal (self) communication,
 - » Workplace ethics,
 - » Respectfulness,
 - » Wellness and safety,
 - » Ability to accept criticism and praise, and
 - » Basic financial literacy.
- Establish goals for gaining basic skills required for occupations related to careers of interest.

Course 3: Job Shadowing

This course is designed to allow students to visit various job sites of interest, spending time observing and interviewing workers about job requirements. The students will become aware of appropriate dress, hygiene, and behavior of workers in various sites. The students will learn interviewing skills,

both as the interviewer of on-site workers, but also as a job applicant. The students will learn how to complete job applications and build a resume.

Assessments: Job skill, aptitude, interest, independent living assessments, interest, basic academic skills

Class project: Development of portfolio and presentation of employee interviews, observation notes, self-development needs, self-reflection on job interest, abilities, and future employment possibilities.

Students will be expected to:

- Exhibit identified work behaviors for the specific job site.
- Select and complete assessments to fill informational gaps for effective career planning.
- Explore training and education options for occupations related to careers of interest.
- Develop transferable skills (Hard skills- include basic academic and technology skills; Soft skills- include problem solving, reliability, teamwork, customer service) to improve marketability in the workplace.
- Explore, identify, and contact specific support agencies or educational institutions for adult living, learning, and work settings (Rehabilitation Services, Independent Living Centers, etc.).
- Explore a variety of job sites in the local community.
- Self-evaluate exploratory sites to determine most desirable occupational areas.
- Develop a resume and letter of application for each job site.

Course 4: On-site Job Training

The students will be placed at job sites for more directed training in specific skill areas. This may be a part day/part week placement. Students will gradually have minimal supervision and, therefore, must exhibit the appropriate workplace behavior and the ability to follow directions of the site employee/supervisor providing the training. Classroom coursework will include interview skills, detailed budgeting for daily living, accessing banking/financial services, accessing West Virginia Division of Rehabilitation Services, and/or other community supports needed for independent living.

Assessments: Workplace assessment, comprehensive adult living and work self-assessment

Class Project: Daily log of job activities, including self-reflection of job performance and need for skill development. Weekly reports from work supervisor regarding skill performance, hygiene, appropriate work behavior, and attitude. Final portfolio development.

Students will be expected to:

- Exhibit personal hygiene appropriate for the work setting.
- Exhibit interest in work setting and tasks assigned.
- Interact and cooperate with co-workers.
- Analyze and summarize assessment information to formulate a comprehensive personal profile.
- Develop in-depth knowledge of specific careers of interest.
- Demonstrate skills to identify and obtain resources required for independent living.
- Explore, identify, and contact specific support agencies or educational institutions for adult living, learning, and work settings (Rehabilitation Services, Independent Living Centers, etc.).
- Participate in specific skills training and practice for specific jobs/job sites.
- Demonstrate work habits on the job site as specified.

- Complete a mock or real interview for a specific job or occupation related to the job site experience.
- Develop a resume for each job site.
- Utilize technology tools required to gain independent living skills.

Students with Disabilities- State Approved Alternate Diploma

The following course codes may be used for the locally developed elective course(s):

Course Title	WVEIS Course Code
Daily Living Skills	7610
Social Skills	7611
Functional Academics	7636
Supported Employment	7612
Workplace Skills	7613
Career Awareness	7625
Career Exploration	7627
Career Preparation	7629

The Community Readiness Guidance for West Virginia Schools and Districts has information that may be used to create these courses. The Alternate Academic Achievement Standards may also be used to create these courses aligned specifically to community-based work exploration activities.

High School Math

Standard Diploma	Alternate Diploma			
Cluster - WVCCRS	Cluster - WVAAS	Job Example	Related Standards	Action Steps
M.A1HS.1	A.M.A1HS.1	Maintenance		Ask student to plan a paint order and compare costs of paints, i.e., Comparing price of competing vendors.
M.A1HS.2	A.M.A1HS.8	Maintenance		Students will solve an equation such as: You have \$50.00 to buy paint. How many gallons of paint can you buy if each gallon costs \$5.00?
M.A1HS.3		Maintenance		Students need to fix a swing set with screws. They need to estimate how many screws to buy. For example: Screws come in lots of 40 per box. The contractor's box has 200. Which should they buy?
M.A1HS.9		Maintenance		Justify the above three – why did you make the choices you did. Show your work.
M.A1HS.4	A.M.A1HS.7	Housekeeping		<ol style="list-style-type: none"> 1) You will need to have 10 cabins cleaned in 4 hours. How long do you have to clean each cabin? 2) Each cabin needs to have 10 towels. You have 10 cabins to refresh. How many towels do you need in your cart? 3) Establish a process for cleaning each room in the cabin.
	A.M.A1HS.10	Housekeeping	ELA.9.34	Compare how much time will be saved if the students prepare the carts for the housekeepers? Chart the time when the housekeepers prepare the carts as well as when the students prepare the carts.

Standard Diploma	Alternate Diploma Community Readiness Program of	Study Alignment with the		
Cluster - WVCCRS	Cluster - WVAAS	Job Example	Related Standards	Action Steps
M.A1HS.5	A.M.A1HS.5	Retail		In the store a child asks you how much a piece of candy and a coke would be. A coke is \$2.50, and a piece of candy is \$1.00. The child has \$20.00, how much will they spend and how much will they have left to spend?
	A.M.A1HS.6	Retail		When stocking shelves, determine how many items are missing so you can re-stock the shelves with the appropriate number of items.
	A.M.A1HS.8	Janitorial		<ol style="list-style-type: none"> 1) Your Janitorial closet needs to be restocked. You need to have in stock 12 bottles of cleaner. You have 4 bottles in the closet, how many more do you need to buy? 2) You come in at 12:00. Another custodian has been cleaning since 8:00. He/ she has cleaned 4 of the 23 rooms. How many are left for you both to clean? 3) If you have a 4-hour shift and you have to clean 23 rooms. How much time do you have to clean each room?
M.A1HS.7		Food Service		Ask student to plan a food order and compare costs of ingredients, i.e., Comparing price of competing vendors.
	A.M.A1HS.8	Food Service	ELA.9.34	You have a special of the day for every weekday. You are wanting to change specials for season change. Keep track and graph the specials so the least favorite special will be changed.

Standard Diploma	Alternate Diploma			
Cluster - WVCCRS	Cluster - WVAAAS	Job Example	Related Standards	Action Steps
	A.M.A1HS.9	Clerical		You will need to stamp 350 letters. How many rolls of stamps will you need to buy? There are 100 stamps in a roll.
	A.M.A1HS.6	Stocking		When stocking shelves, determine how many items are missing so you can re-stock the shelves with the appropriate number of items.
M.TMS.1	A.M.A1HS.14	Purchasing		A vendor is having a sale on shovels, they are 25% off when bought in lots of 5. Each shovel costs \$10.85. What would you pay for each shovel if you bought 10?
M.A1HS.18	A.M.A1HS.18	Purchasing	M.TMS.42	You have \$200.00 to buy mulch for the park. The mulch costs \$10.00 for 5 bags. Make a table representing items bought and money remaining.

High School English/Language Arts

Cluster - WVCCRS	Cluster - WVAAAS	Job Example	Related Standards	Action Steps
ELA.9.30		Maintenance		<ol style="list-style-type: none"> 1) Discuss with your boss a job-related issue. 2) Discuss with your peers' deadlines and goals of your current project. 3) Respond thoughtfully to other perspectives on an issue.
ELA.9.30		Maintenance		You are the team leader. Give directions to all your crew as to what should get accomplished that day.
ELA.9.41		Maintenance		Teach job specific language
ELA.9.30		Housekeeping		<ol style="list-style-type: none"> 1) Discuss with your boss a job-related issue. 2) Discuss with your peers' deadlines and goals of your current project. 3) Respond thoughtfully to other perspectives on an issue.
ELA.9.33		Housekeeping		You are put in the lead housekeeper role one day. Give directions to all your housekeepers as to what they should get accomplished that day.
ELA.9.41		Housekeeping		Teach job specific language
ELA.9.30		Retail		<ol style="list-style-type: none"> 1) Discuss with your boss a job-related issue. 2) Discuss with your peers' deadlines and goals of your current project. 3) Respond thoughtfully to other perspectives on an issue.

Cluster - WVCCRS	Cluster - WVAAAS	Job Example	Related Standards	Action Steps
ELA.9.33		Retail		You are the team leader. Give directions to all your crew as to what should get accomplished that day.
ELA.9.41		Retail		Teach job specific language.
ELA.9.30		Janitorial		1) Discuss with your boss a job-related issue. 2) Discuss with your peers' deadlines and goals of your current project. 3) Respond thoughtfully to other perspectives on an issue.
ELA.9.33		Janitorial		You are the team leader. Give directions to all your crew as to what should get accomplished that day.
ELA.9.41		Janitorial		Teach job specific language
ELA.9.30		Food Service		1) Discuss with your boss a job-related issue. 2) Discuss with your peers' deadlines and goals of your current project. 3) Respond thoughtfully to other perspectives on an issue.
ELA.9.33		Food Service		You are the team leader. Give directions to all your crew as to what should get accomplished that day.
ELA.9.41		Food Service		Teach job specific language.
ELA.9.30		Clerical		1) Discuss with your boss a job-related issue. 2) Discuss with your peers' deadlines and goals of your current project. 3) Respond thoughtfully to other perspectives on an issue.

Cluster - WVCCRS	Cluster - WVAAAS	Job Example	Related Standards	Action Steps
ELA.9.33		Clerical		You are the team leader. Give directions to all your crew as to what should get accomplished that day.
ELA.9.41		Clerical		Teach job specific language.
ELA.9.30		Stocking		<ol style="list-style-type: none"> 1) Discuss with your boss a job-related issue. 2) Discuss with your peers' deadlines and goals of your current project. 3) Respond thoughtfully to other perspectives on an issue.
ELA.9.33		Stocking		You are the team leader. Give directions to all your crew as to what should get accomplished that day.
ELA.9.41		Stocking		Teach job specific language.
ELA.9.30		Purchasing		<ol style="list-style-type: none"> 1) Discuss with your boss a job-related issue. 2) Discuss with your peers' deadlines and goals of your current project. 3) Respond thoughtfully to others perspectives on an issue.
ELA.9.33		Purchasing		You are the team leader. Give directions to all your crew as to what should get accomplished that day.
ELA.9.41		Purchasing		Teach job specific language.

High School Science

Next Generation	Cluster	Job Example	Related Standards	Action Steps
S.9.ESS.10		Maintenance		While on the job, working outside after a rain or snow melt, observe the effects of water.
S.9.ESS.18		Maintenance		While working outside, observe the effects of human activities, i.e., trash left, tramping of trails or grasses, etc.
S.HS.ETS.1		Maintenance		While working outside on a trail, determine the best route for the trail and the environmental impact.
S.9-10.L.1		Housekeeping		After reading the directions and cautions on a cleaning supply label, determine the safest way to use the cleaning supply.
S.HS.ETS.2		Housekeeping		Create a system to complete housekeeping tasks efficiently, i.e., organizing cleaning supplies and supplies on carts.
S.11-12.L.2		Retail		Explain to a customer why one item would be a better choice than another?
	A.S.11.15	Retail		Develop a flow chart of directions in order for new staff to understand how to work in the store.
S.9-10.L.1.		Janitorial		Read the directions of a cleaning solution and determine the ratio of cleaning solution to water.
S.HS.PS.4		Janitorial		Determine what will happen when you mix chemicals – what type of a reaction will occur?

Next Generation	Cluster	Job Example	Related Standards	Action Steps
S.10.LS.8		Food Service		Begin a composting system of green material and determine how much money would be saved if it is used for fertilizer.
S.HS.PS.7		Food Service		Determine what will happen if you do not follow a recipe and cook the entrée at the proper temperature or time.
S.9-10.L.15		Clerical		Research and report on a new piece of equipment that would make your job more proficient or you more proficient on the job.
S.11-12.L.5		Clerical		When presented with several tasks, prioritize which ones are the most important and organize your work from most important to least.
S.HS.ETS.2		Stocking		1) When stocking shelves, determine a simpler way to place items on the shelves. 2) When unpacking boxes, break down the boxes and place in a dry area for recycling.
S.HS.ETS.3		Stocking		When assessing the shelves to stock and the items to be stocked, determine a safer way to stock the shelves (heavy items on the bottom) as well as aesthetically pleasing presentation (arrange by color).
	A.S.10.14	Purchasing		Use the appropriate terminology and symbols so you can order from the various websites and catalogues.
	A.S.11.15	Purchasing		Develop a flow chart of directions in order for new staff to understand how to purchase supplies.

Appendix D – Transition Slide Guide

Transition Slide GUIDE



Transition planning is a process that brings together a student with disabilities and those individuals directly involved in helping the student with disabilities prepare to transition from school to adult living.

There are five areas that should be discussed in a transition planning meeting:

- Job Exploration
- Work-Based Learning
- Counseling For Transition & Post-Secondary Programs
- Workplace Readiness Training
- Self-Advocacy Training

Program planners can support all students more effectively by sharing goals and defining roles and responsibilities between programs.

The purpose of the **WEST VIRGINIA TRANSITION GUIDE** is to increase collaboration between students, families, school staff, and community agencies. The Transition Guide organized by critical questions, addresses quality program development along with supporting resources, materials, and activities.

The WEST VIRGINIA TRANSITION GUIDE includes:

- **FIVE PRE-ETS** discussion areas
- **GUIDANCE QUESTIONS** under the five Pre-ETS discussion areas
- **TRANSITION ACTIVITIES** correlated with the age group (middle school, grades 9 & 10, grades 11 & 12, grades 12+) on the Slide Out card
- **SUPPORTING RESOURCES** with corresponding QR Code (Quick Response code) on the Resources card
- **DOCUMENTATION** card stock correlated with student's age (middle school, grades 9 & 10, grades 11 & 12, grades 12+)
- **DEFINITIONS** of transition terminology on the back

The Transition Guide can be used in multiple capacities to improve efficiency and effectiveness of Transition Planning for ALL students. Transition planning discussion should involve the guidance questions in each of the five areas in correlation with the activities for the age group. The card stock may be copied to allow for multiple uses of the folder.

- **SCHOOL DISTRICT – INTERNAL USE – COLLABORATION AND PLANNING** – College- and Career-Readiness/Transition Planning for ALL students – Counselors, General Educators, Special Educators, and Transition Specialists identify ways to communicate, share information, assessments, curriculum standards, PEPs, IEPs, etc. Discussion and planning – Who will do What, How, and When?
- **AGENCY – INTERNAL USE – COLLABORATION AND PLANNING** – Division of Rehabilitation Counselors, Service Coordinators, Providers, etc. identify ways to communicate, share information, improve efficiency, and effectiveness of planning. Discussion and planning – Who will do What, How, and When?
- **CROSS AGENCY** – Agency Personnel (i.e. Schools, Employers, Division of Rehabilitation Services, DHHR, Community, etc.) identify ways to communicate, share information to improve efficiency and effectiveness of transition planning and activities for students. Discussion – Who will do What, How, and When?
- **INDIVIDUAL STUDENT TRANSITION PLANNING** – School and Division of Rehabilitation Services use the guide with individual student/family member to discuss and plan transition activities – Career Plans, PEP, IEP, IPE, etc.
- **FAMILY/STUDENT** – Provide family member a TRANSITION GUIDE for his/her own transition planning identifying ways that they can facilitate Self-Advocacy and student involvement in THEIR futures planning.

Appendix E — Planning for the Future for Students with Disabilities

Planning for the Future FOR STUDENTS WITH DISABILITIES



Transition planning services begin while students are in school. Compared to their nondisabled peers, students with disabilities – as well as those with chronic achievement problems – are more likely to experience unemployment or underemployment, lower pay, and job dissatisfaction. High schools and middle schools can better engage and support these students by helping identify their strengths and interests and providing them with the skills (or a plan for gaining them) they need to succeed in the workplace.

The **WEST VIRGINIA PLANNING FOR THE FUTURE FOR STUDENTS WITH DISABILITIES GUIDE** is designed to advance efforts in ensuring all students and youth with disabilities are equipped with the skills and knowledge to be engaged in the 21st Century workforce. Its purpose is to provide information for students, families, school staff, and community agencies to use as students with disabilities are preparing for school-to-work transition and post-school life.

The Planning Guide can serve to improve home-school communication by increasing families' understanding of course and graduation requirements and ways to monitor and support their student's progress. It can also increase families' awareness of the steps they can take to help their students graduate high school and make the transition to post-school activities. For families of students in middle school it can help create a seamless pathway into high school so families remain engaged throughout their teens' high school grades. Connect with the students prior to reaching out to families. When the student is approached and understands how he/she can be supported to be on track for graduation, families will perceive this as interest in the student and will be more likely to become engaged in supporting his or her school success. Reach out to families even when their children are in middle school.

The **WEST VIRGINIA PLANNING FOR THE FUTURE FOR STUDENTS WITH DISABILITIES GUIDE** includes:

- » **INTRODUCTION**
- » **TRANSITION ACTIVITIES** correlated with the age group (grades 6-8, grade 9, grade 10, grade 11, grade 12, post-secondary)

The Planning Guide can be used to reach out to families and students:

- » **SCHOOL DISTRICT** – College- and Career-Readiness transition planning for ALL students – Use at Personalized Education Plan (PEP), Individualized Education Program (IEP), and Section 504 Plan meetings.
- » **AGENCY** – Use in development of Individualized Plan for Employment (IPE) and Pre-Employment Transition Services (Pre-ETS) meetings.
- » **FAMILY/STUDENT** – Provide family and student with a step-by-step guide and timeline outlining transition planning activities.



Appendix F — A-B-C School and Family Partnerships

A-B-C SCHOOL AND FAMILY PARTNERSHIPS



A - Attendance

School Initiated

- Have teachers share attendance data with families at conferences and provide tips to support student attendance.
- Emphasize early warning and intensive intervention — every absence requires a response by an adult in the building.
- Review attendance policies to remove consequences that compete with school completion (e.g. suspension given for tardiness).
- Focus attendance programs on prevention as well as intervention and consequences.
- Include both incentives and sanctions in an attendance program, including alternatives to court and rewards for improved and perfect attendance.

Family Initiated

- Communicate attendance expectations to student and track attendance using report card.
- Communicate with teacher/counselor if attendance is a problem.
- Set limits on bedtime.
- Help your student maintain daily routines, such as finishing homework and getting a good night's sleep.
- Know the school's attendance policy – incentives and penalties.
- Check on your student's attendance to make sure absences are not accumulating.
- Ask for help from school officials, afterschool programs, other parents, or community agencies if you are having trouble getting your student to school.

B - Behavior

School Initiated

- Hold grade level meeting with families to review child development, social-emotional behavior, and classroom expectations.
- Develop school environment that supports appropriate behavior.
- Emphasize the use of preventative (be proactive), teaching (model and practice), and reinforcement-based (acknowledge or reward) strategies to achieve effective behavior.
- Teach replacement behaviors.
- Analyze school problems — behavior, areas, periods, times, policies, procedures — that do not reinforce pro-social behavior.
- Match behavior interventions to areas of need.
- Help families understand adolescent development and support adolescents' health and mental health.
- Help students avoid high-risk behaviors.

Family Initiated

- Share ideas for behavior strategies that work at home.
- Consensus and consistency between home and school can help the student know what to expect and to practice more positive behaviors.
- Talk to teachers if you notice sudden changes in behavior. These could be tied to something going on at school.
- Find out if your student feels engaged by his or her classes and feels safe from bullies or other threats.
- Make sure student is not missing class because of behavioral issues and school discipline policy.
- Stay on top of your student's social contacts. Peer pressure can lead to skipping school while students without many friends can feel isolated.

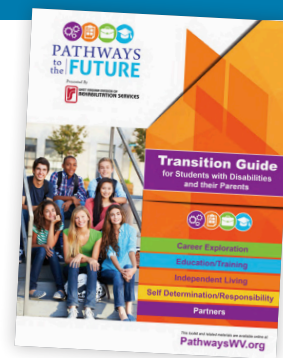


Appendix G – Transition Guide for Students with Disabilities and their Parents

TRANSITION GUIDE FOR STUDENTS WITH DISABILITIES AND THEIR PARENTS

Across the country, post-secondary outcomes for students with disabilities lag those of their peers without disabilities. Post-secondary transitions are also below average for young people with disabilities and individuals with disabilities have lower rates of employment and college enrollment and attainment. Strengthening post-secondary opportunities for students with disabilities begins with transition planning.

Revisions to the Individuals with Disabilities Education Improvement Act (2004) mandated that schools prepare students for adult employment, post-secondary education, independent living, and community participation and describe the transition services needed to assist the student in the individualized education program (IEP). Transition planning should begin when students are 14 years or even earlier. WVDE Policy 2419: Regulations for the Education of Students with Exceptionalities outlines that local education agencies must by July 1, 2019, develop IEPs which include secondary transition services with the first IEP in effect when the student is fourteen years old.



The purpose of the *Transition Guide for Students with Disabilities and their Parents* is to help students and their families explore options and make decisions about the future. The toolkit's sections begin at the middle school level and are divided into the following categories:

- **CAREER EXPLORATION** provides descriptions of the Career and Technical Education career clusters and career pathways and how to explore various careers beginning in sixth grade.
- **EDUCATION AND TRAINING** presents the many options available for students to continue their education after high school graduation.
- **INDEPENDENT LIVING** covers topics, skills, and information about personal finances and money management, health, benefits, housing, transportation, personal needs, and participating in the community.
- **SELF-DETERMINATION/RESPONSIBILITY** includes the skills, knowledge, and beliefs that will allow students to make informed choices and accept the consequences/responsibilities that result from those decisions.
- **PARTNERS** are represented by the West Virginia Division of Rehabilitation Services, WorkForce West Virginia, and the West Virginia Department of Education. A description of services offered and the application process for each agency is outlined.
- **GLOSSARY** includes a summary of transition and post-secondary terminology.

The Transition Guide can be used by school districts, agencies, students, and families to establish activities and linkages on the IEP, identify what is needed for attaining post-secondary outcomes, and designate the lead party/agency responsible for those services. Areas to be addressed on the IEP include:

- Workplace readiness training/instruction/education
- Counseling for transition and post-secondary program/vocational aptitude/interest assessment
- Job exploration/career awareness/work-based learning
- Employment
- Self-advocacy training/independent living/mobility
- Agency referral/application



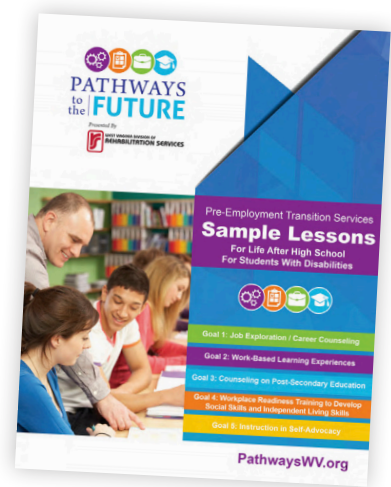
Appendix H – Pre-Employment Transition Services Sample Lessons for Life After High School for Student with Disabilities

PRE-EMPLOYMENT TRANSITION SERVICES

Sample Lessons For Life After High School For Students With Disabilities

Pre-Employment Transition Services (Pre-ETS) target shared areas where Rehabilitation, Education, and WorkForce WV can partner to develop supports for youth with disabilities to achieve post-secondary goals and success. *Pre-Employment Transition Services Sample Lessons For Life After High School For Students With Disabilities* demonstrates the way in which services may be shared. The manual provides lessons designed for groups or individuals that are taught independently or co-taught by Rehabilitation and/or Education staff.

There are twenty-seven Sample Lesson Plans referenced to the West Virginia College- and Career-Readiness English Language Arts and Wellness Standards. The Understanding by Design template was utilized to represent each of the five Pre-Employment Transition Services goal areas. Each lesson is thirty minutes long and includes resources, method of assessment, activating prior knowledge activity, vocabulary development, skill lesson, reflection, and work to be completed outside of class.



The SAMPLE LESSONS target:

- **GOAL 1:** Job Exploration/Career Counseling – 5 Sample Lesson Plans
- **GOAL 2:** Work-Based Learning Experiences – 5 Sample Lesson Plans
- **GOAL 3:** Counseling Post-Secondary Education – 5 Sample Lesson Plans
- **GOAL 4:** Workplace Readiness Training to Develop Social Skills and Independent Living Skills – 6 Sample Lesson Plans
- **GOAL 5:** Instruction in Self-Advocacy – 6 Sample Lesson Plans

The PRE-ETS SAMPLE LESSONS can be used by practitioners and parents when transition and post-school outcomes are focused on:

- **SCHOOL DISTRICT** – Assists in planning and implementing career activities for transition – Provides for staff the framework of necessary services for transition-age youth – Provides curriculum for staff
- **DIVISION OF REHABILITATION SERVICES/WORKFORCE WV** – Assists in planning and implementing Pre-ETS activities
- **PARENTS** – Outlines transition resources – Individualized Education Program Team meeting opportunities for parent/student/school discussion of post-secondary goals and futures planning



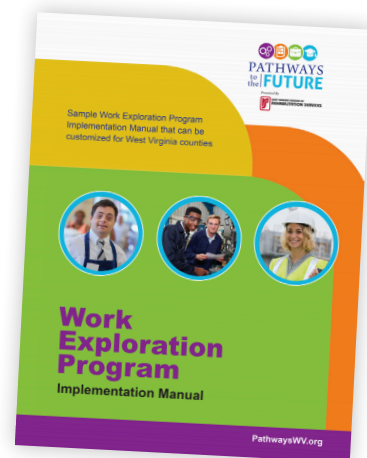
Appendix I – Work Exploration Program Implementation Manual

WORK EXPLORATION PROGRAM IMPLEMENTATION MANUAL

Work-Based Learning is one of the five primary Pre-Employment Transition Service (PRE-ETS) goals for students with disabilities in West Virginia. PRE-ETS target the shared actions where the Division of Rehabilitation Services and West Virginia Department of Education can partner to develop powerful supports for youth experiencing extraordinary challenges in attaining adult success. Pathways for post-secondary opportunities for students with cognitive and/or developmental disabilities need to be strengthened through community-based work exploration.

The Work Exploration Program goals include development of skills in the following areas:

- Career Exploration
- Informed Choice Making
- Communication Skills
- Social Skills
- Job Specific Skills
- Job Seeking and Job Keeping Skills
- Career Decision Making
- Self-Determination and Self-Advocacy



The *Work Exploration Program Implementation Manual* includes:

- **GENERAL GUIDANCE** describes the development of, requirements for, and includes a sample timeline for initiating a work exploration program.
- **STUDENT EVALUATION, GRADING, AND FORMS** provides samples of student interest inventories, work exploration evaluation forms, and a job inventory/safety checklist.
- **LOCAL EDUCATION AGENCY INFORMATION/TASK ANALYSIS** presents job site/coach contact information forms and sample job task analyses.

The Implementation Manual can be used to provide direction to school districts and practitioners implementing Work Exploration Programs (WEPs).

- **SCHOOL DISTRICT** – Focuses on establishing Community-Based Work Exploration sites which will provide job training experiences for students with disabilities.
- **SCHOOL STAFF** – Offers tools for teachers, coaches, aides, and bus drivers to use in the WEP.





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