**MISSISSIPPI
DEPARTMENT OF
EDUCATION**

Ensuring a bright future for every child

2020 Mississippi Alternate Academic Achievement Standards for Life Skills Development III & IV

Effective Date: 2020-2021 School Year

2019 Mississippi Alternate Academic Achievement Standards for Life Skills Development III & IV

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Introduction

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement and establishing communication skills within a technological environment. The *Mississippi Alternate Academic Achievement Standards (MS AAAS) for Life Skills Development* provides a consistent, clear understanding of what students are expected to know and be able to do by the end of each course. The mission of the *MS AAAS for Life Skills Development* courses is to ensure that secondary students with the most significant cognitive disabilities are provided with life-skills instruction that is relevant to the real world, reflecting the knowledge and skills that students need to function and succeed in settings beyond school.

Purpose

The purpose of the *MS AAAS for Life Skills Development* is to provide a common framework for teachers of students with a significant cognitive disability (SCD) to use in curriculum development and instructional delivery. In an effort to closely align instruction for students with significant cognitive disabilities who are progressing toward postsecondary settings, the *MS AAAS for Life Skills Development* includes course-specific standards for Grades 9-12. The standards' contents are grouped into the following domains: self-care and independent living, social/communication, self-determination, and transition planning and community participation.

Implementation

The *MS AAAS for Life Skills Development III & IV* will be piloted during the 2020-2021 school year.

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Research and Background Information

The MDE is committed to creating a world-class educational system that prepares all students to be successful beyond high school. Success for all students includes those with significant cognitive disabilities. This Life Skills Development course is designed to provide students with significant cognitive disabilities the skills they need to function as independently as possible in their homes and communities. The *MS AAAS for Life Skills Development* reflects current research on evidence-based practices, such as research conducted by the National Secondary Transition Technical Assistance Center (NSTTAC). Practitioners in the field of education also played a key role in the development of these standards.

All of the standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills students need for success in postsecondary settings. The accompanying teacher resource guide will use scaffolding to optimize student learning and meet students at their individual ability levels.

Core Elements in the Use and Design of the *MS AAAS for Life Skills Development III & IV*

The *MS AAAS for Life Skills Development* were developed for students with significant cognitive disabilities. This document does not dictate a manner or specific methods of teaching. The standards in this document are not sequenced for instruction and do not prescribe classroom activities, materials, or instructional strategies. Rather, these standards are end-of-course expectations for each grade or course. The standards are intended to drive relevant and rigorous instruction that emphasizes student knowledge of both disciplinary core ideas (concepts) and the application of career readiness skills to support student readiness for postsecondary settings.

The following life-skills domains were identified as being the most significant in contributing to the successful, independent functioning of a student into adulthood: self-care/independent living, social and communication, self-determination, and transition planning/community participation. Skills in each of these areas will be developed as students progress through Life Skills Development courses I-IV. The performance objectives in each domain are written with consideration of students with SCDs. A brief description of each domain is presented below:

1. Self-care/independent living: Self-care/independent living skills include the daily activities that a student needs to look after him or herself. A student's ability to perform these skills not only demonstrates the student's level of independence but also impacts a student's educational and employment outcomes beyond high school. The concepts covered in Life Skills Development I include grooming/hygiene, dressing, eating, food preparation, dining habits, and basic housekeeping.

2. Social and communication: Social and communication skills are those skills necessary for communicating and interacting with others. The social and communication domain of Life Skills Development I focuses on teaching students to use self-management to improve decision-making, self-control, time management, and organizational and problem-solving skills.

3. Self-determination: Self-determination is a person's ability to take control of his or her life. This domain focuses on developing self-advocacy skills by identifying personal preferences, interests, strengths, and limitations as bases for decision-making.
4. Transition planning/community participation: The transition planning/community participation domain focuses on the personal safety skills that students need to participate in the community and access support services.

Structure of the Standards Document

The Standards Document is divided into the following four categories:

1. Content strand: The Life Skills Development content strands are organized into four domains: self-care/independent living, social and communication, self-determination, and transition planning/community participation.

2. Disciplinary core ideas: The disciplinary core ideas subdivide the main content strands based on recurring ideas found in each strand. These core ideas are the key organizing principles for the development of emphasis on one of the four content strands in each grade level. All content strands will be found in each grade level.

3. Conceptual understanding: These are statements of the core ideas for which students should demonstrate an understanding. Some grade level and/or course topics include more than one conceptual understanding with each understanding guiding the intent of the standards.

4. *Mississippi Alternate Academic Achievement* content standard: The *MS AAAS for Life Skills Development* is a general statement of what students with significant cognitive disabilities should know and be able to do because of instruction.

Domain: Self-Care/Independent Living

Self-care/independent living skills include the daily activities that are needed to look after one's self. A student's ability to perform these skills not only demonstrates their level of independence, but also impacts a student's educational and employment outcomes beyond high school. The concepts covered in Life Skills Development I include grooming/hygiene, dressing, eating, food preparation, dining habits, and basic housekeeping. Grooming/hygiene focuses on identifying and performing daily personal hygiene tasks whereas dressing emphasizes learning how to manipulate fasteners found on clothing and shoes. Eating and dining habits primarily target proper etiquette. Food preparation includes the skills necessary to keep the food preparation area sanitary and how to properly handle and store food during the food preparation process.

Mississippi Alternate Academic Achievement Standard (MS AAAS)

Disciplinary Core Idea

Grooming and Hygiene

Conceptual Understanding: The most important aspect of maintaining good health is good personal hygiene and grooming. Personal hygiene is keeping the body clean and helps prevent the spread of germs.

ALS.SI.1 *Identifies routine habits associated with good personal hygiene.*

Performance Objectives

ALS.SI.1.a Identify daily personal hygiene tasks (e.g., brush teeth, attend to toileting needs, wash hands, comb hair).

ALS.SI.1.b Perform personal hygiene tasks (e.g., brush teeth, attend to toileting needs, wash hands, comb hair).
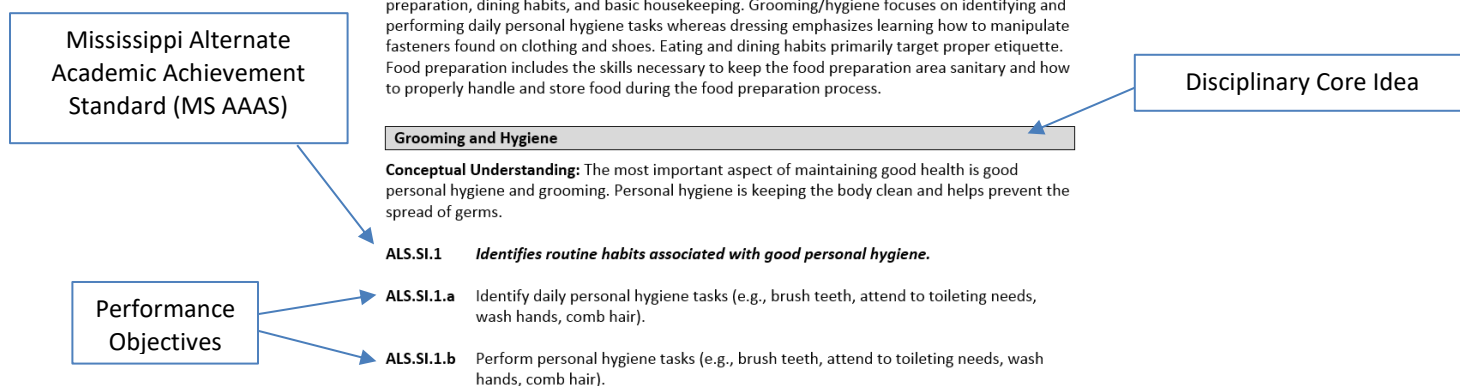
Support Documents and Resources

The MDE Office of Special Education aims to provide local districts, schools, and teachers with documents to construct standards-based instruction and lessons, allowing them to customize content and delivery methods to fit each student's needs. The support documents may include suggested resources, instructional strategies, sample lessons, and activities. There are many ways in which skills and concepts can be incorporated based on each student's individual learning style and needs. Professional development efforts will be aligned to the *MS AAAS for Life Skills Development* and delivered in accord with teacher resources to help expand expertise in delivering student-centered lessons.

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Life Skills Development III

Life Skills Development III, a one-credit course, is offered to students who are determined to have a SCD. This course is a requirement for students who are working toward achieving an alternate diploma, which is documented in the students' individualized education programs (IEPs).

This course is designed to contribute to the successful, independent functioning of students with SCDs as they transition into adulthood. As such, instruction should center on social norms and societal adult expectations that will enhance community membership and ultimately contribute to the students' quality of life.

The course standards are grouped into four general domains: self-care/independent living, social/communication, self-determination, and transition planning/community participation.

The standards and performance objectives do not have to be taught in the order presented in this document. The performance objectives are intentionally broad to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students. With carefully planned and implemented instruction, all students with SCDs will be able to acquire various functional life skills.

Life Skills Development III

DOMAIN: SELF-CARE/INDEPENDENT LIVING

Self-care/independent living skills include the daily activities students need to look after themselves. Students' ability to perform these skills not only demonstrates their level of independence but also impacts their educational and employment outcomes beyond high school. Life Skills Development III builds on the concepts learned in Life Skills Development I and II, such as grooming/hygiene, food preparation, dining habits, housekeeping, and shopping. In addition, Life Skills Development III introduces concepts that focus more on independent living, such as home maintenance, time management, and personal finance.

Grooming and Hygiene

Conceptual understanding: The most important aspect of maintaining good health is good personal hygiene and grooming. Personal hygiene is keeping the body clean, and it helps prevent the spread of germs. Routinely following good personal hygiene practices is necessary for many reasons, including health and social norms. A healthy well-being also influences self-esteem, confidence, and motivation.

ALS.SI.18   *Recognize appropriate and inappropriate grooming and hygiene habits (e.g., nail care, when a haircut is needed, etc.)*

ALS.SI.18.a   Identify articles of clothing that should be changed daily (e.g., underwear, socks, etc.)

ALS.SI.18.b   Demonstrate proper hair care according to hair type (e.g., how often to wash, when to moisturize, choosing a hairstyle, when to see a stylist or barber, etc.)

ALS.SI.18.c   Explain the importance of proper oral care (e.g., daily brushing, flossing, dental checkups, etc.)

ALS.SI.18.d   Tend to fingernails and toenails (e.g., use nail clippers, clean under nails, etc.)

Clothing Care

Conceptual understanding: Learning how to hang, fold, sort, and mend clothing is an important skill that teaches students the importance of maintaining a neat environment and a neat appearance. However, these activities also provide an opportunity to teach academic skills in a more natural setting. For example, students learn the concept of symmetry while folding clothes. Packing for a trip or outing teaches students critical executive functioning skills that they use every day to learn, work, and manage daily life. These skills include focusing, following directions, and handling emotions.

ALS.SI.19   *Practice proper clothing maintenance (e.g., folding, hanging up, mending, etc.)*

ALS.SI.19.a   Fold clothing and sort into categories

ALS.SI.19.b   Hang clothing on hangers

ALS.SI.19.c   Recognize the need for basic clothing care and mending (e.g., ironing, reading labels, sewing on a button, using alternative mending methods like Liquid Stitch™, etc.)

ALS.SI.20   ***Prepare clothing for a trip or outing (e.g., packing a suitcase, folding clothes, etc.)***

ALS.SI.20.a   Choose the necessary clothing and toiletries

ALS.SI.20.b   Choose the right size suitcase for a trip

Food Preparation

Conceptual understanding: Practicing proper hygiene, being able to cook and cool food safely, and understanding problems of cross-contamination are necessary life skills that students need in order to live healthy and safe lives as they transition to a more independent living situation. Meal planning provides an opportunity for students to learn communication, organization, problem-solving and planning skills. Students can also learn about healthy eating habits and how to plan meals around special dietary needs.

ALS.SI.21   ***Perform tasks associated with planning a meal***

ALS.SI.21.a   Determine the ingredients needed to prepare various dishes (e.g., find the ingredients on a recipe, make a list, calculate proportions, etc.)

ALS.SI.21.b   Identify the tasks involved in planning a meal (e.g., find a recipe, determine the number of servings, determine dietary restrictions, purchase ingredients, thaw frozen foods, etc.)

ALS.SI.21.c   Determine the kitchen supplies needed to prepare a meal according to a recipe (e.g., mixing spoons, bowls, measuring cups and spoons, etc.)

Dining Habits

Conceptual understanding: Students need functional skills, such as table etiquette, to operate within normal social boundaries and exhibit appropriate behavior in a community setting. The practice and rehearsal of these skills in natural settings will benefit students tremendously.

ALS.SI.22   ***Adapt behavior to a variety of restaurant settings (e.g., who refills a drink, who cleans off the table, pay at the counter or the table, etc.)***

ALS.SI.22.a   Distinguish between self-serve and full-service dining

ALS.SI.22.b   Demonstrate how to properly clear the table at a self-service restaurant (e.g., put trash on the tray, dump the trash into the trash can, and place the tray in the appropriate location, etc.)

ALS.SI.22.c   Differentiate between proper and improper ways to interact with a server

ALS.SI.22.d   Identify the proper procedure when dining is complete at a full-service restaurant (e.g., signal for the check; how to leave dishes, flatware, and a napkin on the table; the importance of not leaving a big mess; tipping)

Housekeeping

Conceptual understanding: Having the ability to do basic housekeeping skills leads to greater independence. Students should be able to identify when to clean their living space and perform the basic chores that will help them maintain clean living space.

ALS.SI.23   *Maintain a housekeeping routine*

ALS.SI.23.a   Identify common household cleaning products and when to replenish

ALS.SI.23.b   Use common household cleaning products safely and appropriately

ALS.SI.23.c   Replace cleaning supplies when needed (e.g., dishwashing liquid, window cleaner, paper towels, etc.)

ALS.SI.23.d   Clean a refrigerator and freezer

ALS.SI.23.e   Change bedding

General Shopping

Conceptual understanding: Effectively making purchases is a functional life skill that all students need to know. This requires that they understand how to find the prices in the store, how to navigate sales flyers, and potentially use coupons effectively.

ALS.SI.24   *Perform tasks associated with general shopping (e.g., using vending machines, where to purchase items, locating items in different areas of the store, how to request assistance from a salesperson when needed, etc.)*

ALS.SI.24.a   Identify methods for saving money (e.g., a sales flyer, paper coupons, digital coupons, etc.)

ALS.SI.24.b   Identify where to locate items for purchase (e.g., stores, departments, online, vending machines, etc.)

ALS.SI.24.c   Locate prices on the store aisle and/or on the item

ALS.SI.24.d   Identify and request assistance from a salesperson when needed

Home Maintenance

Conceptual understanding: Home maintenance focuses on performing minor home maintenance tasks as well as how to take preventative measures to avoid maintenance issues.

ALS.SI.25   *Perform tasks associated with basic home maintenance*

ALS.SI.25.a   Demonstrate the appropriate use of common tools and devices (e.g., using a hammer, selecting the appropriate screwdriver, tightening a screw, etc.)

ALS.SI.25.b   Identify maintenance problems that occur frequently in the home (e.g., a leaking faucet, a frayed electrical cord, etc.)

ALS.SI.25.c   Demonstrate how to contact a repair person

Time Management

Conceptual understanding: Time management focuses on following a routine schedule, keeping track of time, and scheduling appointments.

ALS.SI.26   *Use a calendar for planning and scheduling*

ALS.SI.26.a   Use a calendar to name various events throughout the year (e.g., seasons, holidays, birthdays, etc.)

ALS.SI.26.b   Relate the present day of the week, month, date, and year on a monthly calendar

ALS.SI.26.c   Demonstrate an understanding of time concepts (e.g., before, after, yesterday, today, tomorrow, etc.)

Personal Finance

Conceptual understanding: Learning how to use financial resources and services provides an opportunity for students to increase their awareness of the consequences of financial decisions and demonstrate effective decision-making strategies.

ALS.SI.27   *Utilize financial resources and services (e.g., checking accounts, savings accounts, ABLE savings accounts for people with disabilities, etc.)*

ALS.SI.27.a   Differentiate between wants and needs

ALS.SI.27.b   Identify the purpose of a monthly budget based on income and expenses

ALS.SI.27.c   Identify various methods for paying bills (e.g., online, mail, in person, automated bills, etc.)

ALS.SI.27.d   Identify the procedure for setting up a bank account

DOMAIN: SOCIAL AND COMMUNICATION

Social and communication skills are those necessary for communicating and interacting with others, such as responding to others, following directions, indicating preferences, and expressing oneself. It is important that students learn how to properly interact with others in a variety of situations (e.g., home, school, work, and leisure-time activities, etc.).

Self-Management

Conceptual understanding: Self-management strategies enable students to take an active role in monitoring and reinforcing their own behavior. Self-management encourages students to self-regulate their own behaviors rather than relying on others for prompts or other external interventions. Using self-management has shown to be effective in teaching conversational skills. Examples of self-management include self-monitoring, self-evaluation, and self-reinforcement.

ALS.SC.7   ***Practice coping skills for managing life events***

ALS.SC.7.a   Demonstrate how to apply coping strategies to manage grief and anger (e.g., talking with a friend or trusted adult, doing or creating something to honor the memory of a pet or person that has died, attending a funeral, etc.)

ALS.SC.7.b   Practice techniques for managing stress (e.g., talking with friends or trusted adults, physical activity, listening to music, deep breathing, etc.)

ALS.SC.7.c   Differentiate between situations requiring peer support and situations requiring adult professional help

Interpersonal Skills

Conceptual understanding: Personal and social behavior skills are necessary to interact with others. These skills include following rules, responsibly responding to others, indicating preferences, and expressing oneself.

ALS.SC.8   ***Recognize the skills needed to create and maintain good social relationships***

ALS.SC.8.a   Identify different kinds of relationships

ALS.SC.8.b   Identify appropriate social skills in a variety of social settings

ALS.SC.8.c   Practice nonverbal communication skills (e.g., crossed arms, volume and tone, facial expressions, text messaging, etc.)

DOMAIN: SELF-DETERMINATION

Self-determination is a person's ability to make choices, learn to solve problems effectively, take control and responsibility for one's own life, and learn to experience and cope with the consequences of making decisions on his or her own. A crucial part of the concept of self-determination involves the combination of attitudes and abilities that will lead students to set goals for themselves and to take the initiative to reach these goals.

Self-Advocacy

Conceptual understanding: Students approaching adulthood need to be prepared to advocate for themselves as they gain more control over their lives and accept more responsibilities. Self-advocacy enables students to effectively communicate, convey, or assert their own interests, desires, needs, and rights. Respect is key in advocating for oneself and others when faced with difficult situations.

ALS.SD.6 *Understand the concept of respect*

ALS.SD.6.a Demonstrate an understanding of the meaning of respect

ALS.SD.6.b Demonstrate parameters of respect (e.g., respecting authority)

ALS.SD.6.c Discover one's good qualities (e.g., focusing on one's good qualities, self-confidence, self-esteem)

Decision-Making/ Problem-Solving

Conceptual understanding: The ability to make effective choices and decisions is one of the most important skills students need to be successful in life. Making good decisions is also central to self-determination because students will be able to make choices and decisions based on a foundation of knowing about and valuing themselves. Problem-solving techniques develop students' quick-thinking skills that help them learn more efficiently in the classroom. Students also gain the confidence needed to handle situations that arise in daily living.

ALS.SD.7 *Develop effective decision-making strategies for everyday living*

ALS.SD.7.a Apply the steps in the decision-making process to a variety of real-life scenarios

ALS.SD.7.b Demonstrate the ability to make effective decisions to meet the needs of all involved

ALS.SD.8   ***Apply problem-solving techniques to develop quick-thinking skills and the ability to face situations with confidence***

ALS.SD.8.a   Recognize issues or problems in a situation

ALS.SD.8.b   Determine the root cause of the problem

ALS.SD.8.c   Practice brainstorming solutions

ALS.SD.8.d   Discuss the importance of finding a solution that includes input from everyone involved or effected

DOMAIN: TRANSITION PLANNING/COMMUNITY PARTICIPATION

Transition planning is the foundation for the IEP planning process because it determines students' transition needs in independent living and community participation. It is designed to ensure that students will be provided with the necessary skills and services to make a smooth transition from school to adult life with as little interruption as possible. The transition to adulthood includes equipping students with the skills they need to participate in a full range of community activities as well as have access to support services.

Personal Safety

Conceptual understanding: Being a part of the community is especially important for the livelihood and independence of individuals with disabilities. Venturing out into the community, however, involves many safety risks that are not necessarily experienced in the home or at school. Planning for safety helps students think through possible dangers in a variety of situations and apply the best practices when their physical and emotional safety is threatened.

ALS.TP.5   *Recognize ways to alert emergency personnel*

ALS.TP.5.a   Identify ways to interact with law enforcement (e.g., addressing a police officer, initiating contact with law enforcement, staying calm, sharing important information)

ALS.TP.6   *Identify the importance of appropriate online etiquette (i.e., netiquette)*

ALS.TP.6.a   Discuss online dangers encountered on a daily basis (e.g., cyberbullying, online predators, identity theft, money scams, inappropriate websites, etc.)

ALS.TP.6.b   Discuss online rules and netiquette that protect against online dangers

ALS.TP.6.c   Apply online rules and netiquette to real-life online scenarios

ALS.TP.7   *Identify civil rights*

ALS.TP.7.a   Demonstrate an awareness of the protection of individual rights.

Transition Planning

Conceptual understanding: Transition planning allows students to identify the desired postsecondary outcomes and the action steps needed to attain those outcomes.

ALS.TP.8   *Monitor transition plan goals*

ALS.TP.8.a   Identify targeted postsecondary goals in the domains of education, employment, and independent living

ALS.TP.8.b   Discuss the action steps required to attain postsecondary goals

ALS.TP.8.c   Identify the functional capabilities and limitations identified in a transition assessment

Community Participation

Conceptual understanding: Community participation focuses on identifying and accessing community activities, events, and services.

ALS.TP.9   ***Describe the responsibilities associated with respecting property and develop a sense of ownership for property and pride in the community***

ALS.TP.9.a   Discuss the importance of respecting property (e.g., the cost of replacement, the effect on residents' morale, a sense of pride, and a sense of community, etc.)

ALS.TP.9.b   Describe what it means to take pride in one's community (e.g., community service, desirable civil engagement)

ALS.TP.10   ***Practice using various ways to enter and move about buildings (e.g., using elevators, escalators, revolving doors, automatic doors, etc.)***

ALS.TP.10.a   Demonstrate how to safely cross the street (e.g., using a crosswalk, understanding the proper signal for crossing the street, looking both ways, etc.)

Life Skills Development IV

Life Skills Development IV, a one-credit course, is offered to students who are determined to have a SCD. This course is a requirement for students who are working toward achieving an alternate diploma, which is documented in the students' IEPs.

This course is designed to contribute to the successful, independent functioning of students with SCDs as they transition into adulthood. As such, instruction should center on social norms and societal adult expectations in an effort to enhance community membership and ultimately contribute to the students' quality of life.

The course standards are grouped into four general domains: self-care/independent living, social and communication, self-determination, and transition planning/community participation.

The standards and performance objectives do not have to be taught in the order presented in this document. The performance objectives are intentionally broad to allow school districts and teachers the flexibility to create a curriculum that meets the needs of their students. With carefully planned and implemented instruction, all students with SCDs will be able to acquire various functional life skills.

DOMAIN: SELF-CARE/INDEPENDENT LIVING

Self-care/independent living skills include the daily activities students need to look after themselves. Students' ability to perform these skills not only demonstrates their level of independence but also impacts their educational and employment outcomes beyond high school. The concepts covered in Life Skills Development IV include grooming/hygiene, dressing, eating, food preparation, dining habits, and basic housekeeping. Grooming and hygiene focuses on identifying and performing daily personal hygiene tasks, whereas dressing emphasizes learning how to manipulate fasteners found on clothing and shoes. Eating and dining habits primarily target proper etiquette. Food preparation includes the skills necessary to keep the food preparation area sanitary and how to properly handle and store food during the food preparation process.

Grooming and Hygiene

Conceptual understanding: The most important aspect of maintaining good health is good personal hygiene and grooming. Personal hygiene is keeping the body clean, and it helps prevent the spread of germs.

ALS.SI.28   *Demonstrate proper skin care (e.g., treating dry skin, protecting from sun and insects, soothing chapped lips, tending to skin abrasions, etc.)*

ALS.SI.28.a   Recognize when skin care treatment is necessary (e.g., acne, dry skin, chapped lips, protecting from insects, tending to skin abrasions, etc.)

ALS.SI.28.b   Demonstrate a daily skin care routine (e,g., washing, moisturizing, etc.)

ALS.SI.28.c   Choose a skin care product according to its application (e.g., acne creams, sun block, etc.)

Food Preparation

Conceptual understanding: Practicing proper hygiene, being able to cook and cool food safely, and understanding problems of cross-contamination are necessary life skills that students need in order to live healthy and safe lives as they transition to a more independent living situation. Meal planning provides an opportunity for students to learn communication, organization, problem-solving and planning skills. Students can also learn about healthy eating habits and how to plan meals around special dietary needs.

ALS.SI.29   *Plan a weekly menu*

ALS.SI.29.a   Determine the food items needed to prepare healthy weekly meals (e.g., make a list, calculate proportions, etc.)

Housekeeping

Conceptual understanding: Having the ability to perform basic housekeeping skills leads to greater independence. Students should be able to identify a clean living space and perform the basic chores that will help them maintain a clean living space.

ALS.SI.30   ***Practice a housekeeping routine***

ALS.SI.30.a   Maintain and clean appliances (e.g., an oven, a microwave, a refrigerator, etc.)

ALS.SI.30.b   Practice proper sanitation to stop the spread of germs (e.g., clean the trash can, stop the spread of germs when someone is sick, etc.)

General Shopping

Conceptual understanding: Effectively making purchases is a functional life skill that all students need to know. This requires that they understand how to find the prices in the store, how to navigate sales flyers, and potentially use coupons effectively.

ALS.SI.31   ***Perform more advanced options associated with general shopping***

ALS.SI.31.a Stay within a budget (see personal finance)

ALS.SI.31.b Practice using various forms of checkout (e.g., self-checkout, express lane, etc.)

ALS.SI.31.c Explore alternative shopping methods (e.g., online, curbside pickup, etc.)

ALS.SI.31.d Calculate or estimate taxes

Home Maintenance

Conceptual understanding: Home maintenance focuses on performing minor home maintenance tasks as well as how to take preventative measures to avoid maintenance issues.

ALS.SI.32   ***Perform yard maintenance (e.g., raking, sweeping, knowing the difference between weeds and plants, removing weeds with the roots, digging, pushing a wheelbarrow)***

ALS.SI.32.a Demonstrate the appropriate use of common yard tools

ALS.SI.32.b Identify when to water the lawn and outdoor plants

ALS.SI.32.c Recognize when lawns, shrubs, and flower beds need to be maintained (e.g., mow the lawn, trim the hedges, weed flower beds, etc.)

ALS.SI.32.d Identify outdoor maintenance tasks associated with preparing for various weather conditions (e.g., cleaning rain gutters, wrapping pipes, watering extra during drought conditions, etc.)

Time Management

Conceptual understanding: Time management focuses on following a routine schedule, keeping track of time, and scheduling appointments.

ALS.SI.33   *Demonstrate planning and scheduling skills*

ALS.SI.33.a   Locate specific dates on the calendar

ALS.SI.33.b   Allocate enough time to complete tasks or projects

ALS.SI.33.c   Reschedule or cancel appointments instead of neglecting to show up.

Personal Finance

Conceptual understanding: Learning how to use financial resources and services provides an opportunity for students to increase their awareness of the consequences of financial decisions and demonstrate effective decision-making strategies.

ALS.SI.34   *Apply the decision-making process to personal financial decisions (e.g., cost of eating out vs. eating at home, purchasing items at a convenience store vs. a grocery/department store, etc.)*

ALS.SI.34.a   Compare prices to determine purchases

ALS.SI.34.b   Make decisions based on cost effectiveness (e.g., cost of eating out vs. eating at home, etc.)

ALS.SI.34.c   Differentiate between necessary and unnecessary expenditures

ALS.SI.34.d   Identify a savings goal

DOMAIN: SOCIAL AND COMMUNICATION

Social and communication skills are those necessary for communicating and interacting with others, such as responding to others, following directions, indicating preferences, and expressing oneself. It is important that students learn how to properly interact with others in a variety of situations (e.g., home, school, work, leisure-time activities, etc.).

Self-Management

Conceptual understanding: Self-management strategies enable students to take an active role in monitoring and reinforcing their own behavior. Self-management encourages students to self-regulate their own behaviors rather than relying on others for prompts or other external

interventions. Using self-management has shown to be effective in teaching conversational skills. Examples of self-management include self-monitoring, self-evaluation, and self-reinforcement.

ALS.SC.9   *Practice self-monitoring skills*

ALS.SC.9.a   Self-assess behaviors when in social settings to ensure the target behavior is being demonstrated

ALS.SC.9.b   Initiate a self-monitoring routine using a student-delivered cue when in social settings

ALS.SC.9.c   Initiate a self-monitoring routine to deal with unexpected events

ALS.SC.9.d   Apply self-monitoring techniques to predict how effectively they will accomplish a task (e.g., ability to get to and from appointments, etc.)

Interpersonal Skills

Conceptual understanding: Personal and social behavior skills are necessary to interact with others. These skills include following rules, responsibly responding to others, indicating preferences, and expressing oneself.

ALS.SC.10   *Demonstrate awareness of social activities, social skills, and the benefits of social interaction*

ALS.SC.10.a   Demonstrate the social skills needed to interact with others in a social setting (e.g., be patient, be respectful, listen, talk positively about others, be friendly, etc.)

ALS.SC.10.b   Identify personal strengths and needs in social interactions (e.g., be a good listener, eye contact, etc.)

ALS.SC.10.c   Identify the positives of social interaction and the consequences of isolation (e.g., feelings of belonging, acceptance, and confidence)

ALS.SC.10.d   Identify ways to increase participation in social activities (e.g., assertiveness, good listening skills, willingness to compromise, etc.)

ALS.SC.10.e   Recognize the body language of others in various social settings (e.g., dating, conversations, etc.)

DOMAIN: SELF-DETERMINATION

Self-determination is a person's ability to make choices, learn to solve problems effectively, take control and responsibility for one's own life, and learn to experience and cope with the consequences of making decisions on his or her own. A crucial part of the concept of self-determination involves the combination of attitudes and abilities that will lead students to set goals for themselves and to take the initiative to reach these goals.

Self-Advocacy

Conceptual understanding: Students approaching adulthood need to be prepared to advocate for themselves as they gain more control over their lives and accept more responsibilities. Self-advocacy enables students to effectively communicate, convey, or assert their own interests, desires, needs, and rights. Students' first step toward self-advocacy is awareness of personal preferences, interests, strengths, and limitations.

ALS.SD.9   ***Demonstrate an awareness of individual rights***

ALS.SD.9.a   Recognize that there are laws supporting the rights of individuals with disabilities

ALS.SD.9.b   Demonstrate an understanding of the meaning of "age of majority" with respect to individuals with disabilities (e.g., decision-making rights, etc.)

ALS.SD.9.c   Practice self-advocacy to overcome barriers or prejudices experienced in social settings

DOMAIN: TRANSITION PLANNING/COMMUNITY PARTICIPATION

Transition planning is the foundation for the IEP planning process because it determines students' transition needs in independent living and community participation. It is designed to ensure that students will be provided with the necessary skills and services to make a smooth transition from school to adult life with as little interruption as possible. The transition to adulthood includes equipping students with the skills they need to participate in a full range of community activities as well as have access to support services.

Personal Safety

Conceptual understanding: Being a part of the community is especially important for the livelihood and independence of individuals with disabilities. Venturing out into the community, however, involves many safety risks that are not necessarily experienced in the home or at school. Planning for safety helps students think through possible dangers in a variety of situations and apply the best practices when their physical and emotional safety is threatened.

ALS.TP.11 *Demonstrate self-protection strategies in the community (e.g., knowledge of safe areas to be in, how to carry money safely, stranger safety, etc.)*

ALS.TP.11.a Demonstrate steps to follow if lost

ALS.TP.11.b Demonstrate ways to avoid, reduce, and report threatening situations (e.g., how to avoid, reduce, and report sexual assault; how to avoid unknown animals, etc.)

ALS.TP.11.c Refuse and report advances by strangers and acquaintances

ALS.TP.11.d Identify ways to protect valuable items (e.g., money, cell phone, etc.)

ALS.TP.12 *Identify the need for rules and abiding by the law*

ALS.TP.12.a Demonstrate an awareness of the relationship between rules, laws, safety, and the protection of individual rights

Transition Planning

Conceptual understanding: Transition planning allows students to identify the desired postsecondary outcomes and the action steps needed to attain those outcomes.

ALS.TP.13 *Identify persons or services to assist with independent living options after high school*

ALS.TP.13.a Identify community supports offered by community and state agencies (e.g., Division of Rehabilitation Services, Social Services, transportation services, Social Security, etc.)

ALS.TP.13.b Identify available, affordable, and appropriate living options

ALS.TP.13.c Identify income and health care support programs

Community Participation

Conceptual understanding: Community participation focuses on identifying and accessing community activities, events, and services.

ALS.TP.14   *Utilize community resources*

ALS.TP.14.a Utilize postal services (e.g., collect mail, buy stamps, mail a letter, prepare and send packages, etc.)

ALS.TP.14.b Utilize library services (e.g., check out and return books, properly care for books, return books before they are overdue, etc.)

ALS.TP.14.c Utilize banking services (e.g., ATM, deposits, withdrawals, etc.)

ALS.TP.14.d Utilize a laundromat (e.g., get change for machines or use a prepaid card, stay with clothes, carry clothes there and back, etc.)