

Functional Skills Program Outlines and Benchmarks

The self-contained Functional Life Skills Program is an all inclusive program for students who are approaching independent or supervised adult living. This program teaches students to develop necessary life skills and the vital education that student's need to become responsible and productive community members. The following course outlines and benchmarks are intended for a 4-6 year program.

Life Skills English

The ability to read and write increases a student's independence within each of the instructional domains within the functional curriculum. Students will be taught to read to gain information, read and write to complete tasks, read and write for leisure, and read and write to locate and maintain a job. Beyond the scheduled weeks, the students will be receiving daily instruction in writing personal information, guided/independent reading instruction; sight words, LEXIA lab work, and reading comprehension.

Benchmarks:

- Read and interpret signs
- Locate programs in the television guide
- Read the sports page or the weather report in the newspaper
- Read recipes and follow directions
- Write and use a shopping list
- Find a telephone number in a directory
- Write a phone message
- Write a check to make a purchase
- Read movie listings in the newspaper
- Select and read a book or magazine
- Follow directions for a card or board game
- Write a thank you note
- Read the want ads in the newspaper to locate possible places of employment
- Locate appropriate bus line
- Choose a snack from a vending machine

Life Skills Math

This course will teach students to make purchases such as shopping for and buying their own groceries, paying for their own clothing purchases, paying for food they eat at restaurants, and purchasing gifts, snacks, etc. The students will learn to determine whether he/she has enough funds to pay for his/her purchase and learn to count out proper amount of money to store clerks. Students will also learn to figure amount of money to expect in return. This course will also assist students in understanding, predicting, and preparing for events that occur in their lives. Students will learn to interpret clocks and watches to predict and prepare for upcoming transitions and activities.

Benchmarks

- Count money
- Determine price of desired item including tax
- Determine affordability – does he or she have enough money to purchase item
- Give clerk/waitress the amount of purchase-rounding up to the next highest bill
- Determine approximate amount of change one should expect in return
- Interpret clocks and watches to tell time to the hour, half hour, quarter hour, 45 minutes past the hour, 5 minutes before and past the hour, and to the minute
- Interpret digital time pieces
- use picture/symbol schedules (calendars) to manage hourly, daily, weekly, monthly and yearly activities
- use basic math skills including addition, subtraction, and simple multiplication

Life Skills Science/Health

The goal of this course is to have the students use scientific method to problem solve. The students will communicate theories, research and conclusions in science by using writing, speaking and listening. The students will display respect in their interactions with the environments of which they are members. The students will also be expected to make good decisions regarding nutrition, personal health behavior, and disease prevention.

Benchmarks

- develop predictions based on interpretations
- Conduct a simple investigation using a systematic process safely to test a prediction
- Describe changes that have occurred in society as a result of new technologies
- Describe how animals depend on plants and animals
- Explain how plants and animals go through life cycles
- Identify the limited supply of natural resources and how they can be extended through conservation, reuse, and recycling
- Explain the benefits associated with exercise
- Describe the benefits associated with a healthy diet
- Describe barriers and situations that are safe, risky, or harmful to self and others
- Describe how individuals can promote and protect their own health
- Describe helpful and harmful substances and their proper use
- Describe the benefits associated with personal cleanliness
- Describe the signs and symptoms of common illness and strategies one can use to avoid spreading or catching illnesses
- Name a personal health goal and describe a plan to achieve it
- Identify and use kitchen utensils and appliances for proper food preparation
- Have knowledge of and use proper nutrition and four basic food groups
- Plan meals, make grocery lists and prepare meals
- Use proper etiquette at meal time
- Clean up sanitation and food storage
- Use kitchen and household safety rules
- Having knowledge of health issues for one's personal care, including sex education
- Use proper grooming and hygiene
- Use household safety skills when performing housekeeping tasks
- Have knowledge of and use skills to perform cleaning tasks
- Have knowledge of and use proper clothing care skills, including laundering

Life Skills Social Studies/Community Mobility

Instruction is aimed to prepare students to access and use community environments as independently and competently as possible. The goal is to have the students participate and utilize the community and enjoy the opportunities in the same manner as their non-disabled peers.

Benchmarks

- Use appropriate skills for eating out in the community, such as reading menus, determine money needed with tax, order one's own food, proper eating etiquette and paying one's own check
- Use appropriate shopping skills in grocery stores, discount stores and stores in the mall
- Recognize and analyze safety and survival signs and words – exit, bus stop, restroom and traffic signals
- Apply safety rules for street crossing, riding the city bus or riding in a car or van
- Relate geographical locations in the community to personal needs
- Know proper use of elevators and escalators
- Know location/proper use of public services such as restroom, employment agencies, dry cleaners, doctor/dentist, hair salons/barber shop, postal services, banks and Laundromats

Job Transition Skills

The purpose of this course is to increase the likelihood of students obtaining employment and functioning as contributing adults within our society. Training at community vocational sites will serve as training environments to develop and reinforce work skills, attitudes, and behaviors and provide evaluative information pertinent to vocational training.

Benchmarks

- Learn how to talk to employers
- Self-advocate interests, needs and desires
- Follow directions in work related skills and request assistance when needed
- Initiate appropriate interactions
- Follow sequence to complete job or tasks
- Apply knowledge of rules for safety and proper use of equipment
- Classify by color, size and shape
- Compare measurements height, length, size, money and time
- Demonstrate safety and proper use of equipment
- Use appropriate work related skills, follow work rules and policies, have good social awareness on the job, have appropriate work endurance, use appropriate self care, use good time management skills, use good money management skills and produce quality work
- Apply job seeking skills, such as filling out job applications, using proper interviewing skills, and applying job awareness skills
- Learn to handle money, paychecks, savings and budgeting

Social Skills

The purpose of this course is to help students develop life-long leisure and recreation skills. It teaches students social awareness and how to use socially acceptable behavior at all times.

Benchmarks

- Follow rules – example: game playing, taking turns
- Verbalize wants, needs and feelings in structured and unstructured settings
- Use appropriate table talk
- Be able to give and accept compliments
- Make choices – example: snacks, sodas, activities, games, etc.
- Apply the knowledge of rules for participation, sportsmanship and safety activities
- Act out and model problems and solutions for appropriate participation in activities
- Recognize and respond to preferences and differences of people, their feelings and basic needs
- Participate in social situations with peer groups using socially appropriate manners
- Use appropriate responses – example: good manners
- Participate in a variety of recreational activities such as bowling, roller skating, ice skating, dancing, ball games, swimming, playing pool, attending plays, playing volleyball, running/walking, exercise, listening to music, going to movies, etc.