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ABSTRACT

This volume is the second in a series (developed in response to a needs assessment survey of special educators in Alberta, Canada) providing practical suggestions about instructional strategies, classroom management, preparing individual program plans, and understanding special needs. The book's four sections focus on the instruction of students with a range of developmental disabilities. Section 1 considers motor development, handling and positioning students with physical disabilities, augmentative and alternative communication, instructional strategies, task analysis, and assessing and communicating student growth. Section 2 provides information and a variety of checklists related to foundation skills including communication skills (i.e., receptive, expressive, social, articulation, and vocabulary) and gross and fine motor development skills. Section 3 is on subject area learning, with information, checklists, and scope and sequence charts for mathematics, reading, and writing to Grade 6. Section 4, on life skills, offers charts, checklists, and information about basic life skills by domain--domestic and family life, personal and social development, leisure/recreation/arts, citizenship and community involvement, and career development. An annotated list of 40 teaching resources and a list of publishers' addresses complete the guide. (Contains 21 references.) (DB)

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Essential and Supportive Skills for Students with Developmental Disabilities

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Alberta Education
Special Education Branch

Essential and Supportive Skills
for Students with Developmental Disabilities

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This document is intended for:

| | |
|-----------------------|---|
| <i>Students</i> | |
| <i>Teachers</i> | ✓ |
| <i>Administrators</i> | ✓ |
| <i>Counsellors</i> | ✓ |
| <i>Parents</i> | |
| <i>General Public</i> | |

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provided advice and feedback over the course of the development of the *Programming for Students with Special Needs* series including the following.

- Members of the Special Education Advisory Committee representing:
 - Alberta Association for Bright Children
 - Alberta Association for Community Living
 - Alberta Home and School Councils' Association
 - Alberta School Boards Association
 - Alberta Teachers' Association
 - College of Alberta Superintendents
 - Council for Exceptional Children (CEC), Alberta Federation
 - Learning Disabilities Association of Alberta
 - Premier's Council on the Status of Persons with Disabilities
 - University of Alberta, Department of Educational Psychology.
- Focus group participants from:
 - Black Gold Regional School Division No. 18
 - Wolf Creek Regional Division No. 32.
- Transdisciplinary and early intervention team members, Children's Services Centre, Red Deer.
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- Speech-Language Pathologists, Calgary Health Services.
- The Special Education Branch, British Columbia Ministry of Education.
- The staff of the Special Education Branch of Alberta Education for their contribution to the development, production and distribution of the series.
- All the individuals and groups who reviewed the field test draft and provided thoughtful suggestions and comments.

Introduction to the Series

Programming for Students with Special Needs is a series developed in response to a needs assessment survey conducted by the Special Education Branch of Alberta Education in the Spring of 1992.

The information provided by survey respondents has been used to guide the nature and content of the series. The respondents indicated the need for practical suggestions about instructional strategies, classroom management, preparing individual program plans and understanding the nature of special needs. They also wanted information about the availability of special education resources.

The following books are included in the series. The information in each book is interrelated and can be used to provide instruction to all students.

Book 1: Teaching for Student Differences

Highlights strategies for differentiating instruction within the regular classroom for students who may be experiencing learning or behavioural difficulties, or who may be gifted and talented. It includes ideas for varying instructional time, the learning environment, resources, materials, presentation, assignments and assessments to accommodate students with diverse needs. This book contains instructional strategies for core subjects as well as by categories of differences; i.e., learning disabilities, behaviour disorders and gifted and talented. A variety of useful forms to assist teacher planning is found in the appendices.

Book 2: Essential and Supportive Skills for Students with Developmental Disabilities

Includes:

- developmental checklists for communication skills; i.e., receptive, expressive, social, articulation and vocabulary
- checklists for gross and fine motor development, including colouring, graphics, manuscript printing and cutting
- charts and checklists which provide a continuum of life skills by domain (domestic and family life, personal and social development, leisure/recreation/arts, citizenship and community involvement, career development)
- checklists for mathematics, reading and writing to Grade 6
- an annotated list of other teaching resources.

Book 3: Individualized Program Plans

Contains a process for IPP development and strategies for involving parents. This book provides information on writing long-term goals and short-term objectives along with case studies and samples of completed IPPs. It addresses transition planning and features forms and checklists to assist in planning.

Book 4: Teaching Students Who are Deaf or Hard of Hearing

Includes information on the nature of hearing loss and the various communication systems which may be used. The book contains information on amplification, educational technologies, program planning and teaching strategies.

Book 5: *Teaching Students with Visual Impairments*

Is under development in collaboration with the British Columbia Ministry of Education. The expected release date is Spring 1996.

Book 6: *Teaching Students with Learning Disabilities: Classroom Strategies*

Is under development in collaboration with the Elk Island Public Schools Regional District. The expected release date is Spring 1996.

Programming for Students with Special Needs is not intended to be a complete authority on the many disciplines associated with the education of students with special needs. In providing instruction to students with special needs, staff should utilize the support services available in their jurisdiction.

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Introduction

This book is intended to help teachers provide instruction to students with a range of developmental disabilities. It is best used in conjunction with Book 1 *Teaching for Student Differences* and Book 3 *Individualized Program Plans* in the *Programming for Students with Special Needs* series.

The material in this book is organized in four main sections. Section I, General Information, discusses the following topics:

- motor development
- handling and positioning students with physical disabilities
- augmentative and alternative communication
- instructional strategies for teaching students with developmental disabilities
- task analysis
- assessing, evaluating and communicating student growth.

Section II, Foundation Skills, provides checklists related to skills considered basic to future learning. Section III, Subject Area Learnings, offers information, checklists and scope and sequence charts for mathematics,

reading and writing. Information about spelling is also provided. Section IV, Life Skills, offers charts, checklists and information about skills essential to personal well-being that support the knowledge, skills and attitudes all students are expected to learn.

The checklists in sections II, III and IV provide possible assessment items for instructional program planning. The skills in many of the checklists are provided in developmental sequence. However, it is important to remember that not all students develop skills in the same sequence and that some students may demonstrate higher-level skills without establishing competence in lower-level skills.

A number of resources have been annotated to complement the checklists (page ESS.239). It is important that teachers consult a wide range of resources in determining instructional programs for students with developmental disabilities. The Alberta Education programs of study and curriculum support materials should be the starting point for all program planning.

Section I

General Information

Motor Development

Understanding basic motor development is useful when setting functional goals for students. Motor control is developed in the following progressions:

- from head to toe:
control of movement begins with the head and neck and continues through the shoulders, trunk, hips and legs; e.g., students achieve ability to keep rhythm to music with their heads before their feet
- from central to peripheral:
shoulder control is a prerequisite to lower arm and hand control; e.g., students can shrug their shoulders before they can snap their fingers; similarly, hip control is a prerequisite for gaining lower limb control
- from gross to fine:
movements using large muscle groups precede the development of fine motor movements using smaller muscles; e.g., students make large sweeping movements with a poster paintbrush before writing within lines
- from symmetrical to asymmetrical:
children initially move both limbs in the same pattern at the same time before learning to break up the pattern to move asymmetrically changing both the timing and the actual movement; e.g., a toddler learns to walk with both hands held up before learning to swing the arms alternately; similarly, a student fingerpaints with both hands sweeping in mirror images before using scissors in one hand and turning the paper with the other
- from reflexive, to automatic, to voluntary:
infant reflexes evolve into more controlled movements that are further refined throughout childhood; e.g., primitive first steps become normal walking and can be refined to dancing, skipping and gymnastics
- from stability to mobility:
whether lying, sitting or standing, postural control (stability) is required before superimposing movements such as rolling, creeping, crawling and walking (mobility); e.g., children rock back and forth on their hands and knees before crawling.

Fine Motor Control

Manipulation skills are the basis for further development of functional activities such as colouring, graphic skills (manuscript printing) and cutting. Control is dependent upon stability in sitting, and develops outward from the trunk into the shoulder, elbow, wrist, hand and finally into individual finger movement. Control is developed in the following progressions:

- **Phase 1 — Reach**
the child uses large arm movements for reaching and for opening and closing the hand to grasp objects.
- **Phase 2 — Grasp/Release**
the child bends and straightens the elbows, turning the forearm to grasp and release objects. Although unrefined, the child begins to use individual fingers for pinching and gripping.
- **Phase 3 — Gross Control**
the child develops wrist and individual finger movements to achieve finer control when positioning and moving smaller objects; e.g., writing implements, beads, buttons, early scissor skills.
- **Phase 4 — Refined Control**
continuing differentiation of the finger joints and wrist for manipulating small objects, drawing, writing and colouring. The child begins to grasp with the thumb, first and second fingers (tripod grasp).

- **Phase 5 — Complexity**
the child develops complex coordination, including tiny bending and straightening of the finger joints and use of the tripod grasp when writing. The child gains hand stability by using the fourth and fifth fingers to allow localized finger movements.

The maturity of the student's eye-hand coordination also affects the ability to draw, colour, cut and use writing implements.

The checklists Gross Motor Development (page ESS.73) and Fine Motor Control (page ESS.79) are appropriate for students who:

- appear to be developing normally
- have mild general developmental delays
- show clumsy movements or awkward gait.

These checklists should not be used with students who have medically diagnosed physical disorders such as cerebral palsy, muscular dystrophy or spina bifida. These students tend not to follow the usual sequence of development. They may exhibit abnormal movements and postures. In these instances it is recommended that a physiotherapist or an occupational therapist familiar with pediatric development be consulted.

Handling and Positioning Students with Physical Disabilities

It is important to consider the handling and positioning of students with physical disabilities. Handling is the physical manipulation of a student, while positioning is the alignment of specific body parts (or the entire body) to the most desirable postures. Effective handling is essential for optimal positioning.

Proper handling and positioning give students the best control over their own movements. Students who are handled and positioned properly are better able to participate in and focus their attention on the instructional program.

Because no two students with physical disabilities are the same, handling and positioning methods need to be individualized. Even when students have the same diagnosis, they may not have the same positioning and handling needs. Staff will want to consult with parents and physiotherapists and/or occupational therapists to establish specific handling routines and appropriate alternative positions. Discuss positions that should be avoided, what the student's cues or prompts are, and the level of assistance the student can provide.

General Lifting/Transferring Guidelines

Using correct methods when handling students will avoid injury to both students and staff members.

Staff Safety

- Decide if the lift requires one or two people. If two people are required, decide who will be the lift leader. The leader ensures both lifters are positioned properly and ready to perform the lift together; e.g., "On the count of three." The leader is usually at the upper half of the body with the greater load.
- Dress appropriately, avoiding open-toed, loose-fitting or high-heeled shoes and flowing skirts.
- Plan ahead: remove obstacles and prepare the area for the move; e.g., lock the brakes on the wheelchair, fit the commode to the toilet. Think through the steps of the move, minimizing the distance to be travelled.
- Stand close to the student and separate your feet for better balance.
- Bend at the hips and knees, keeping your back straight.
- Grasp the student firmly, controlling the head, shoulders and hips.
- While holding the student close to your body, straighten your legs in a smooth, steady manner and avoid twisting your upper body.

- Give consistent cues and prompts to the student to avoid confusion.
- When lowering the student, stand close to the equipment the student will be placed on, straightening your arms and bending your legs in a slow steady manner with your back straight.

Student Safety

- In order to gain the student's cooperation, the student should be in agreement with the move.
- Tell the student when a move is planned rather than grasping the student without warning.
- Ask the student to assist with the move in a prearranged manner. The student should help as much as safety guidelines allow; e.g. lock brakes, unfasten seat belts, grasp support, lean forward. Allow time to respond to your cues.
- Support the student's weight securely around the trunk. Prevent arms and legs from flailing.

Positioning

Some students require help changing positions. Spending long periods of time in the same position is not only uncomfortable but can lead to serious problems like pressure sores, shortened muscles, deformities and impaired respiration, circulation and digestion. All students with physical disabilities should spend time in a number of therapeutically approved positions each day. Some positions may also give students a chance to use muscles that are under developed.

General Guidelines

- Generally, the student's position should be changed every half hour. An hour is the longest a student should stay in one position, unless specified by an occupational or physiotherapist.
- A change in place is not the same as a change in position. A student who has been sitting in a wheelchair could switch to a standing position or prone-lying position over a wedge to allow the hips to stretch out and remove pressure from the buttocks, thighs and back.
- Grasp the student firmly, controlling the key points of the body: the head, shoulders and hips. Discourage the student from stiffening by using relaxation techniques prescribed by an occupational or physiotherapist (gentle tone of voice, slow stroking, etc.).
- Students with little postural tone require complete support and should be held firmly around the trunk, not pulled by the limbs.

Positioning in Wheelchairs

- Place the student's hips as far back in the chair as possible. If necessary, lean the student forward and pull the hips until they reach the back.
- Generally, hips should be bent to a minimum of 90 degrees (with the exception of hip joint limitations; e.g., contractures).
- Fasten the seat belt or pelvic strap snugly across the hip joints.

- Bring the shoulders and upper arms forward and inward, fastening the chest and shoulder straps if prescribed.
- Position the legs a hip width apart with the feet securely supported (and fastened, if prescribed) on the footrests.
- Ideally, students should be able to bring their heads into the midline and tuck their chins downward.
- Don't add additional straps to a wheelchair without professional consultation.

Side-lying Positioning

- Roll the student onto the side, placing the back against something firm and stable.
- Bend the upper leg to a 90 degree angle at the hip and knee and support it with a wedge or pillow.

- Place a wedge or pillow under the head to maintain neck and spine alignment and flex the neck forward while tucking in the chin.
- Bend the lower arm comfortably and move the upper arm forward so it is free to reach.
- Alternate sides.

Prone Wedge Positioning

- Roll the student onto the stomach.
- Lift the upper body by placing your arm across the student's chest while keeping the arms extended over the head.
- Place the student on a wedge so that both arms are over the edge of the wedge. The student's hands or forearms should touch the floor.
- If supplied, place a pommel/abductor wedge between the upper legs to discourage scissoring. Fasten all appropriate straps.

Augmentative and Alternative Communication

There are a number of strategies to help students with disabilities communicate effectively and efficiently.

Augmentative communication is the use of aids or techniques to supplement existing vocal or communication skills; e.g., a student with cerebral palsy who has limited speech may use pictures to communicate.

Alternative communication refers to the communication methods used by a student who cannot speak or write in traditional ways; e.g., a student who is deaf may use sign language to communicate.

Non-disabled speakers communicate at a rate of about 150–250 words per minute. Individuals using augmentative or alternative communication systems usually communicate at a rate less than 15 words per minute. This will affect the choice of teaching and questioning strategies.

It is important to teach communication skills that are directly relevant to the student's life. Specific learner expectations for communication programs will vary for individual students; e.g., one student may use a communication board with pictures, while another might point to words. Where possible, a combination of modes will enhance a student's opportunities to communicate.

There are three main components to an augmentative and alternative communication system model:

- *Access* is the way the student selects the message; e.g., the student may touch a computer screen with a finger or an elbow to activate the electronic voice.
- *Process* is combining symbols and/or pictures and/or words to compose the message.
- *Output* is the way the message is sent to the intended receiver; e.g., synthesized speech.

Advice and assistance regarding augmentative and alternative communication are available from the agencies listed below.

Service Agencies

Alberta Children's Hospital
1820 Richmond Road S.W.
Calgary, AB T2T 5C7
Telephone: (403) 229-7044

Alberta Family and Social Services
(Consult the local telephone directory.)

Assistive Devices Service
c/o Glenrose Rehabilitation Hospital
Department of Communication
Resources
10230 – 111 Avenue
Edmonton, AB T5G 0B7
Telephone: (403) 471-2262

Coordinated Assessment Services for
the Exceptional (C.A.S.E.)
Crystal Park School
9351 - 116 Avenue
Grande Prairie, AB T8V 6L5
Telephone: (403) 539-0333

Edmonton Public Schools
Consulting Services
Belvedere Office
13359 - 62 Street
Edmonton, AB T5A 0V5
Telephone: (403) 473-5616

Regional Educational Assessment and
Consultation for the Handicapped
(R.E.A.C.H.)
Calgary Board of Education
Emily Follensbee Centre
5139 - 14 Street S.W.
Calgary, AB T2T 3W5
Telephone: (403) 777-6983

Technical Resource Centre
Society for Technology and
Rehabilitation
200, 1201 - 5 Street S.W.
Calgary, AB T2R 0Y6
Telephone: (403) 262-9445

Symbol Sources

Everyday sources are store
catalogues, dairy companies,
newspaper food flyers, children's
books, magazines, photographs and
on-the-spot drawings.

A sampling of commercial sources
follows:

ATTAINMENT COMPANY, INC. -
P.O. Box 930160, Verona, WI,
53593-0160, USA
Telephone (608) 845-7880

BLISS - EBSCO Curriculum Materials,
Box 11542, Birmingham, AL, 35202,
USA

CORE PICTURE VOCABULARY -
Don Johnston Developmental
Equipment, Inc., P.O. Box 639, 1000
North Rand Road, Building 115,
Wauconda, IL 60084-0639, USA
Telephone 1-800-999-4660

PICSYMS - Baggeboda Press, R.R. 1,
P.O. Box 2315, Unity, ME,
04988-9716, USA

SELF-TALK - Photo Sticks, Photo
Cue Cards, Peel and Put, Pictures
Please, c/o Communication Skill
Builders, a division of the
Psychological Corporation, 3830 East
Bellevue, P.O. Box 42050-CS5,
Tucson, AZ, 85733, USA
Telephone 1-800-387-7278

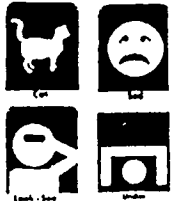
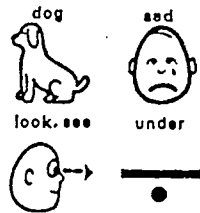
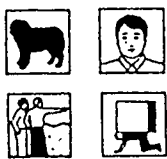
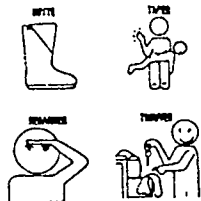
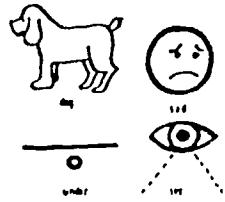

Pictogram samples and sources are
included on the following pages.

Examples of Pictograms¹

| | PCS | Oakland | Rebus | Sigsymbols | Picsyms | PIC | Blissymbols |
|--------|-----|---------|-------|------------|---------|-----|-------------|
| BALL | | | | | | | ⊖ |
| BED | | | | | | | ⌞ |
| BOOK | | | | | | | ⌈ |
| CANDY | | | | | | | ⊖ ⊕ ↑ |
| CAR | | | | | | | ⊞ |
| COOKIE | | | | | | | ⊖ ⊕ ↑ |
| DOOR | | | | | | | ⌞ |

¹ From *Augmentative communication. an introduction* (p 93). 1986, Rockville, MD. American Speech-Language-Hearing Association. Reprinted with permission

Pictogram Samples and Sources²

| SYMBOL SET/ DISTRIBUTOR | EXAMPLES | QUANTITY/ SIZE | COMMENTS |
|--|---|--|---|
| PICTOGRAM IDEOGRAM COMMUNICATION (PIC) Developmental Equipment P.O. Box 639 Wauconda, IL 60084 |  | 400 2 x 2 5/8 x 5/8 | White foreground pictures on black background intended to minimize figure-ground discrimination for persons with visual impairment; includes cards and stickers. |
| PICTURE COMMUNICATION SYMBOLS Mayer-Johnson Company P.O. Box AD Solana Beach, CA 92075 |  | 1800 1 x 1 2 x 2 | Simple line drawings organized by categories in binders (See description in this chapter). |
| TOUCH 'N TALK Imaginart Communications Products P.O. Box 1868 Idyllwild, CA 92349 |  | 420 1 1/2 x 1 1/2 5/8 x 5/8 | Simple black-and-white line drawings representing a variety of language concepts; pressure-sensitive stickers, with doubles presented of most commonly used pictures. |
| COMMUNIMAGE Asso. de Paralyse Cerebral du Quebec 525 Boul. Hamel Est Quebec, QC G1M 2S8 |  | 600 3/4 x 3/4 1 1/4 x 1 1/4 2 x 2 | Black-and-white line drawings are presented with French labels; target audience is children age 3-10 years; 26 categories are included. |
| OAKLAND PICTURE DICTIONARY P.O. Box 639 Wauconda, IL 60084 |  | 500+ 1/2 x 1/2 1 x 1 2 x 2 | Simple black-and-white line drawings divided into 20 categories; includes alphabetical and categorical indexes. |
| PEEL AND PUT Communication Skill Builders 3830 East Bellevue Tucson, AZ 85733 |  | 880 2 x 2 | Color illustrations on pressure-sensitive stickers; categories represented include nouns, verbs, prepositions. Indices list by sound, language concept, category. |

² From *Communications programming for persons with severe handicaps: vocal and augmentive strategies* (pp. 193-194), by C. R. Musslewhite and K. W. St. Louis, 1988, Boston, MA: College Hill Press. Reprinted with permission.

Augmentative Communication Devices and Alternate Keyboards³

Communication Boards and Symbols

Communication boards usually involve a grid system of squares containing symbols or pictures (pictograms). The number of squares can range from two; e.g., for "yes" and "no," to 26 for the alphabet, to 400 or more that can be combined to form complex messages.

They can be as small or as large as the student can stretch, made of paper, laminated cardboard or fitted into a commercial plastic holder. A student can have an all-purpose board or several to fit a variety of situations; e.g., curriculum themes. It is also possible for one student to have a variety of communication devices ranging from electronic speech output boards, to pocket picture wallets, to the use of natural speech with close friends and family members.

Electronic Devices

There is a wide range of electronic products available and there are rapid technological advances in this field. Although it is not possible to list them all, they include:

- small, hand-held keypads, with various options including screen displays, printout and voice output
- hand-held picture display devices with voice output
- programmable keyboards of various sizes, with or without voice output
- electronic picture communication books with voice outputs
- user-programmable devices which may include auditory scanning.

Home computers can also be adapted to include touch screens, expanded keyboards and overlays that require a lighter, less-precise touch.

Pointing and typing aids, such as headsticks, mouthsticks, handsplints and optical light beam devices are also available.

³ From "Getting started with augmentative communication," by N. A. Chedd, 1995, *Exceptional Parent*, 25(5), pp. 34-35. Reprinted with the expressed consent and approval of *Exceptional Parent*, a monthly magazine for parents and families of children with disabilities and special health care needs. Subscription cost is \$24 per year for 12 issues; call 1-800-247-8080. Offices at 120 State Street, Hackensack, NJ 07601.

General Considerations for Communication Systems

Consider the following before choosing a communication system.

- What is the age and diagnosis of the student?
- What are the student's physical limitations?
- What is the student's hearing status?
- What is the student's visual status?
- Does the student have the ability to imitate speech and gestures?
- Is the student displaying the intent to communicate; e.g., eye contact, pointing?
- Is the student motivated and interested in communicating?
- Does the student have the motor dexterity required for manual signing?

For help determining the most appropriate communication system, see a speech-language pathologist.

Alternate Keyboards

Technology is an increasingly popular resource for students with disabilities. When looking at the area of written communication, there is a range of technologies from "low-tech" options such as typewriters, to more complicated word processing units and computers. It is important to consider the student's individual needs for written output. A highly complex computer system may not be indicated in all cases.

Remember to consider the time required for evaluation and training,

the feasibility of classroom implementation and the support that the technology may require. Some software lacks the adaptability required for students with special needs.

Computers can be used:

- as alternative communication tools to help students participate more effectively in their educational programs
- for cognitive training or retraining
- for visual perceptual training
- as tools to compensate for difficulties in the manual production of written work
- for recreational, reward or motivational purposes.

Computer technology can provide opportunities for students to work more independently in the classroom.

Alternate keyboards may be useful for students who:

- display difficulties producing written work to an acceptable level, including the quality and volume of work completed
- have visual impairments, to help with note-taking and written assignments
- have learning disabilities that require both alternate keyboards and computer technology to help with organizing and sequencing large quantities of information (particularly older students)
- need help improving eye-hand coordination, visual memory and motor planning skills required to manage materials.

When Choosing Alternate Keyboards, Consider:

- devices that are simple to set up, operate and maintain
- the availability of device(s) for trial use
- portability within the educational setting and between home and school
- whether or not keyboard needs to be interfaced with any computer system at home or at school.

When Choosing Software, Consider:

- that the software should be developmentally appropriate and able to provide for gradual and/or successive increases in skill levels within the material presented
- if the software can be accessed through a variety of means; e.g., switches, joysticks, mouse
- if the software can be adapted for specific learning objectives; e.g., response rates, feedback methods.

Possible Hardware Adaptations:

- keyboard modifications: keyguards, key latches
- alternate input devices: expanded and programmable keyboards; e.g., Intellikeys, Unicorn, direct selection pointing devices, Braille keyboards; e.g., Navigator, Braille note-takers; e.g., Braille 'n Speak
- addition of switches.

For help determining the most appropriate communication system, consult an occupational therapist.

The Application of Switches and Battery-powered Toys

Students with physical disabilities may be limited in their opportunities to explore, manipulate and play in their world. However, switches can help. Switches are simple devices that can be attached to a toy or an appliance. Simple switches, that can be activated by the student with physical disabilities, can be used within the classroom for a variety of purposes and may help achieve developmental goals, including:

- **Cognitive Goals:**
to understand cause and effect, increase attending skills (both visual and auditory), develop visual tracking and object permanence, encourage persistence and create desire for trial and error, generate discrimination and memory skills and facilitate picture identification.
- **Motor Goals:**
to develop increased tolerance of various positions, encourage head control, facilitate reach and grasp, isolate specific motor movements and power mobility.
- **Communication Goals:**
to develop choice-making skills, provide ability to relay a single message, encourage the following of simple commands, stimulate motivation and provide initial training of skills needed to activate an electronic communication device.

- **Social and Self-care Goals:**
to increase awareness of environment and others, develop independent play skills, decrease non-purposeful and self-stimulatory behaviours and develop self-feeding and toilet training.

Consider:

- what the switch will activate: battery-powered toys, tape recorders, battery-powered lights, computers
- access: ease of switch activation and switch-site selection
- main purpose of switch use
- practicality of integrating the switch into daily classroom programming: simplicity of set up
- the need to provide variety of switch activities: students may become bored with simple toy devices
- interfacing more sophisticated technology with the single switch.

For more information on switches, see the list of agencies provided on pages ESS.7-8 or contact the Canadian National Institute for the Blind, usually listed under that name in local telephone books, or the Telephone Pioneers of America at (403) 493-5547.

Instructional Strategies for Teaching Students with Developmental Disabilities

This section provides an introduction to teaching methods that have been used successfully in providing instruction to students with developmental disabilities. Providing effective instruction to students with developmental disabilities requires that staff use a variety of instructional strategies. Many of the strategies used in regular classrooms are appropriate for students with special needs. A wide range of strategies is provided in *Teaching for Student Differences*, Book 1 of the *Programming for Students with Special Needs* series.

Establishing Classroom Rules and Expectations

The first line of intervention in any classroom is to clearly establish expectations and classroom rules. This proactive strategy will stop or interfere with most problem behaviours before they occur. During the first weeks of schooling, classroom rules and expectations should form the nucleus of initial instruction and should be reviewed frequently in the context of regular classroom routines. The focus of instruction should be to help students:

- comply with instructional and behavioural requests

- learn self-control and self-motivation — moving from external motivation and control to internal monitoring and control. Students with developmental disabilities are more dependent on external, and often artificial, cues and rewards in their task orientation
- learn problem-solving skills in a social and academic setting.

Consequences

A consequence is an action in response to a particular behaviour. Reinforcers and correction are two types of consequences.

Reinforcers

A positive reinforcer strengthens the actions it follows by providing a reward for the action. It provides incentive to perform the skills or behaviours being taught.

It is important to consider reinforcement as an adaptation. All students need legitimate reinforcement, but it is important to guard against overuse. Careless use of extrinsic rewards can undermine students' intrinsic motivation. Students may need extra incentive to get them to begin exhibiting desired behaviours. Start by using potent and even artificial reinforcements and gradually shift to more natural forms. If the skills and activities selected to be taught are interesting, relevant and meaningful to the student, the instructional activities should be highly motivating.

The careful use of positive reinforcement techniques provides the most effective and durable strategy for the shaping of student behaviour. Reinforcers that are individually determined, that are closely related to the desired behaviour and that are immediately and systematically administered are the most powerful reinforcers. Remember that what the teacher thinks the student should value may not be what the student values.

To Determine Positive Reinforcers:

- ask the student
- ask others who are familiar with the student's likes and dislikes
- observe the student over a period of days in natural settings; watch what he or she likes to do, what activities are chosen, what items are frequently asked for
- structure the environment to observe a period of reinforcement in which the student can sample a variety of reinforcers
- use a checklist of reinforcers — teacher made or commercial; if the student cannot read, the teacher can complete the checklist
- use a list of pictures of known reinforcers from a reinforcer menu.

Types of Reinforcers:

- objects — food and other tangible items; e.g., toys, stickers, tokens
- activities/events — listening to music
- social reinforcement — any social behaviour that increases or maintains student behaviour; e.g., praise, smiles, eye contact.

Remember to use a variety of reinforcers whenever possible to ensure potency of those reinforcers.

Reinforcers Should Be Provided:

- immediately
- enthusiastically
- with eye contact
- with a description and demonstration of the desired behaviour.

To ensure that the learning environment is positive, students should receive at least four positive reinforcers for every negative consequence received.

Rules for Delivery of Consequences

Consequences:

- must be delivered within a specified time of the behaviour so that the student connects the two
- must be understood by the student
- must be appropriate to the behaviour; if you want the behaviour to increase use a reinforcer; if the behaviour is not appropriate, teach the appropriate behaviour.

Correction

Negative consequences are intended to decrease the occurrence of undesirable behaviours. They can temporarily stop or suppress inappropriate behaviours. They can be useful in teaching a student which behaviours are inappropriate and that undesirable consequences occur following inappropriate behaviour. Negative consequences encourage self-control through the recognition that there is a choice of behaviours and subsequent consequences. Positive strategies help build or

increase appropriate behaviours. A type of consequence that assists in the teaching procedure is correction. Correction is used to show the student the "right" way to perform the task. The student is assisted through that portion of the skill which he or she has failed, using the levels of prompting described on page ESS.21 to ensure success. It is important to avoid allowing the student to repeat an error more than once to prevent incorrect learning.

When Delivering Correction:

- use within the specified time (remember to consider the time required to process and put into action due to physical/motor/language processing restrictions)
- use a calm positive manner
- use only as much physical assistance as is necessary
- individualize correction procedures to the student and to the type of task
- use only when appropriate.

Tip

Labelling inappropriate behaviour; e.g., "Don't hit, Don't run, Don't hit your head," only serves to reinforce the behaviour and increase its value (a way to get your attention). Inappropriate behaviours will decrease far more rapidly with the use of correction. Label the appropriate alternative behaviour that is to replace the inappropriate behaviour. For example, use "Please walk in the halls," rather than "Don't run." Then use the required level of prompting to ensure follow through of the required response. Praise students' attempts to use the appropriate behaviour.

For more information on setting up a behaviour management plan, please see Book 1 *Teaching for Student Differences* in the *Programming for Students with Special Needs* series.

Considerations when Making Instructional Adaptations

Any adaptation in sequence, materials and or method that a student uses in natural environments should be briefly explained in the student's assessments, reports or IPPs to ensure that the ability of the student is clearly and accurately communicated.

Types of Individualized Adaptations:

- use or create materials and devices; i.e., enlarged print, switches
- provide personal assistance
- identify levels of assistance
- alter skill sequences; e.g., locate a table, put things down before ordering food in the cafeteria
- adapt rules; e.g., allow peers to push the wheelchair in a relay.

Choosing Adaptations:

- verify the appropriateness and the effectiveness of the adaptation in the environment where it will be used
- choose an adaptation for a particular student in a particular situation; if circumstances change, the adaptation may need to be changed
- avoid overuse to prevent students from becoming dependent on a particular adaptation

- use adaptations that allow participation in environments that are critical for the student; select adaptations after selecting the environments and the activities
- allow the student time to try the adaptation; allow multiple trials.

For more information on adapting programs, please see Book 1 *Teaching for Student Differences in the Programming for Students with Special Needs* series.

Chaining

Chaining involves breaking a target behaviour down into its smallest components in order to teach the parts one at a time.

Forward Chaining

The first behaviour in the chain is the first behaviour taught. A chain should begin at the level at which the student is able to successfully learn the first behaviour and should move in successive steps toward the target behaviour.

Backward Chaining

Backward chaining progresses in the opposite direction. The student is physically prompted through all the steps in the chain and then the last step is taught first. The teaching progresses in sequence until all the steps are learned. This method can be useful for linking the natural reinforcement inherent in the completion of the activity with the performance of that same activity.

As with shaping, prompts can be used to encourage the development of behaviours in a chain.

Chaining begins with a task analysis of the target behaviour.

Task Analysis⁴

Task analysis is a process of breaking up a large task into teachable units. The strategy is widely used to provide instruction to students with special needs. Teachers develop task analysis in a number of ways. They may:

- perform the activity themselves and record the steps
- observe students who are demonstrating the steps
- use or adapt task analyses included in curriculum, periodicals or books.

The life skills charts found on pages ESS.144–186 provide a continuum of specific learner expectations related to the general learner expectations used in this document. In some instances, it may be necessary to further analyze a specific expectation and describe it in smaller steps to clarify precisely what the student needs to learn. In programming for students with special needs the degree of specificity in the sequencing of steps will vary. For some students, the steps may be discrete, for others the steps may be more generalized. The needs of the student and the student's familiarity with the task are prime considerations when separating the task into less complex steps.

⁴ From *Training in the teaching research based model*, by H. D. Fredericks. Monmouth, OR: Instructional Development Corporation. Adapted and reprinted with permission.

Planning Instruction Using Task Analysis⁴

Initial planning for specific instruction in a task should specify:

- what the student will be able to do when a particular task is learned
- how the learning will be measured
- the conditions under which the response is to occur
- how well the student will have to demonstrate the learning of the task.

For more detailed planning:

- select a task the student needs to learn
- analyze the task by breaking it into sequential steps
- establish baseline information:
 - guide the student through the task one to three times
 - ask the student to perform the task
 - reinforce the student for being on task, accordingly
 - correct student errors by cuing and directing back to task
- record baseline information for two trials on the first day the student attempts the sequence of steps to achieve the task
- if the student cannot complete any of the steps in the sequence independently, provide instruction and demonstrate the step in relation to the whole task. Sequence groups of similar steps. When a group of steps is completed, they can be reinserted into the whole sequence of steps required to achieve the task.

When the student has performed a step successfully over a period of two of three days, move to another step in the sequence and determine if the student can now demonstrate independence for the entire task.

If the student fails to demonstrate expected behaviour on a specific step in five consecutive sessions, modify the instruction; e.g., additional non-verbal or verbal support; alter wording, timing, cues or materials; add or modify the steps to task analysis.

Students can be assisted in learning the steps for a particular task in different ways. The steps may be linked together in the specified sequence, a reversed sequence or taught as whole. Pages ESS.25–42 provide examples of tasks which were analyzed and recorded in chart form to help staff indicate the student's learning, relative to specific steps. Remember that students may not always follow the teacher-determined sequence but may still achieve the same goal.

When providing instruction in selected steps of a task, graduated levels of help may be required. A sample of a task analyzed with levels of assistance identified and a blank form are provided on pages ESS.23–24.

⁴ From *Training in the teaching research based model*, by H. D. Fredericks, Monmouth, OR: Instructional Development Corporation. Adapted and reprinted with permission

Instructional Prompts

Instructional cues or prompts are those extra stimuli that are provided in instructional sessions to facilitate a correct response. During the teaching of a task, a range of instructional prompts may be needed. Carefully document the use of additional prompts to:

- minimize student dependence
- ensure maximum clarification of expectations for the student
- facilitate student's learning of the desired behaviour.

The assessment process should determine for each student which prompts will be effective and which prompts should be provided to facilitate correct responses on each step of a routine task. For some students, a verbal prompt will allow a more independent response than a gesture. For other students a verbal prompt is more intrusive than a slight hand movement. Most often, the least to the most intrusive prompt hierarchy is used. The hierarchy is included on page ESS.21.

Strategies for Reducing Prompting

During instruction, teacher assistance is used to ensure that students achieve the critical effect of routines with as few errors as possible. Part of the use of prompts must involve a systematic plan to reduce the student's dependency on prompts until the student is able to perform the behaviour solely in response to natural cues.

Fading

The technique of reducing prompting levels is termed fading. When fading procedures are properly utilized, the student maintains existing high levels of performance. Fading procedures must be gradually applied, moving down the levels of prompts. The amount of assistance is gradually reduced until the student performs the skill independently. Fading can also include delaying a prompt until the student initiates the target behaviour.

Shaping

Shaping refers to the reinforcement of successive approximations of increasingly successful attempts at a complex response. Shaping begins with reinforcement of the closest approximation of the target behaviour that exists in the student's repertoire, and then systematically builds on slight changes in that behaviour, leading toward the target behaviour itself.

Involve students in shaping by:

- defining the target behaviour
- listing all possible steps in achieving the behaviour
- reinforcing the first close approximation of the desired behaviour; the required level of performance is then gradually increased and only responses that move in the direction of the target behaviour are reinforced.

In this way, the student's behaviour is shaped toward the target behaviour. Shaping can be used with various levels of prompts to further encourage the development of the behaviour.

A typical prompt hierarchy consists of:

- (I) independent — natural cue or stimulus (bell rings to tell the student it is time for recess)
- (G) gestural prompt — a gesture or demonstration that provides information regarding the nature of the required response (head shake to indicate disapproval)
- (IV) indirect verbal prompt — the use of words to imply that some behaviour needs to occur (where do you need to go next?)
- (V) direct verbal prompt — clearly states the behaviour that needs to happen (verbal or some alternative mode of communication)
- (M) model — any visual or physical demonstration that directly shows the student the correct completion of the activity/task and encourages the student's imitation of that behaviour
- (MP) minimal physical prompt — slight physical contact to guide a student toward a behaviour
- (PP) partial physical prompt — the teacher physically starts the student in the desired behaviour but then releases the student to complete the behaviour, or part of the student's physical movement is moulded by the teacher
- (P) full physical prompt — the student is taken through correct completion of the activity/task, the physical movement of the student is completely moulded by the teacher.

The most effective cues are those natural to the situation in which the desired behaviour is to occur. Prompts must eventually be removed on the basis of the data collected on a student's performance. If not removed at the appropriate time, students quickly become dependent upon artificial or intense levels of prompts.

Probes should be conducted at least once a month to assess maintenance of previously learned skills and once every two weeks to observe progress that may have gone undetected on skills currently under instruction. Probes determine whether the student has acquired greater independence in the performance of routine steps (or chains). Probes should also be conducted following skill acquisition to

assess generalization of these new skills to other activities or environments.

All levels of prompting are not likely to be used for each routine. The levels of prompting must be individualized to the student and the task.

Routine Sheet (Task Analysis)

STUDENT'S NAME _____

ROUTINE _____ PROGRAM _____

| DATE | | | | | | | | | | |
|------|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | |
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- PROMPTING HIERARCHY
- I - Independent
 - G - Gesture to column
 - IV - Indirect verbal
What do you need to do next?
 - V - Direct verbal, "You need to borrow"
 - M - Model using sample
 - MP - Minimal physical prompt
 - PP - Partial physical prompt
 - P - Student is led through the response

Routine Sheet (Task Analysis) Sample Completed Form

STUDENT'S NAME _____

ROUTINE Subtraction (probe data taken on third question each day) PROGRAM _____

| | DATE | Oct. 30 | Oct. 31 | Nov. 1 | Nov. 2 | Nov. 3 | Nov. 6 | Nov. 7 | Nov. 8 | | | | |
|--|------|---------|---------|--------|--------|--------|--------|--------|--------|--|--|--|--|
| Look at 1's column | | V | V | IV | IV | IV | I | I | I | | | | |
| Decide if the top number is ^{smaller} | | V | V | V | V | IV | IV | IV | I | | | | |
| (IF yes) Borrow 10 from the next column | | P | P | M | M | M | V | V | V | | | | |
| Mark 10's column 10 less | | P | P | M | M | M | V | V | V | | | | |
| Add 10 to 1's column | | P | P | M | M | M | V | V | V | | | | |
| Subtract the 1's column | | V | V | V | G | G | G | I | I | | | | |
| Subtract the 10's column | | V | V | V | G | G | G | I | I | | | | |
| | | | | | | | | | | | | | |
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PROMPTING HIERARCHY

- I - Independent
- G - Gesture to column
- IV - Indirect verbal
What do you need to do next?
- V - Direct verbal, "You need to borrow"
- M - Model using sample
- MP - Minimal physical prompt
- PP - Partial physical prompt
- P - Student is led through the response

Task Analysis Sample 1 Record of Student Performance

STUDENT'S NAME: _____

TASK: Mailing a letter

| Date | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|
| Collects all necessary materials | | | | | | | | | | |
| Demonstrates transportation safety enroute | | | | | | | | | | |
| Safely manoeuvres parking lot and streets | | | | | | | | | | |
| Enters post office | | | | | | | | | | |
| Moves to service area | | | | | | | | | | |
| Selects appropriate line | | | | | | | | | | |
| Waits in line | | | | | | | | | | |
| Follows movement of line | | | | | | | | | | |
| Communicates number/type of stamps desired | | | | | | | | | | |
| Removes money from purse/wallet | | | | | | | | | | |
| Pays cashier after total given | | | | | | | | | | |
| Secures any change/replaces in wallet or purse | | | | | | | | | | |
| Secures stamps/moves away from counter | | | | | | | | | | |
| Places stamps in purse/wallet as necessary | | | | | | | | | | |
| Moves to service table | | | | | | | | | | |
| Checks envelope for necessary information | | | | | | | | | | |
| Checks envelope seal for closure | | | | | | | | | | |
| Moistens glue side of stamp | | | | | | | | | | |
| Attaches stamp to envelope correctly | | | | | | | | | | |
| Moves to mailbox | | | | | | | | | | |
| Opens mailbox door | | | | | | | | | | |
| Inserts letter(s) into mailbox | | | | | | | | | | |
| Collects all personal belongings | | | | | | | | | | |
| Exits post office | | | | | | | | | | |
| Safely manoeuvres parking lot and streets | | | | | | | | | | |

correct response +
incorrect response -

See footnote reference #4 on page ESS 252

Task Analysis Sample 2 Record of Student Performance

STUDENT'S NAME: _____

TASK: Withdrawing money from bank

| Date | | | | | | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Collects material necessary to access account | | | | | | | | | | | | | | | | | | |
| Demonstrates rider safety enroute | | | | | | | | | | | | | | | | | | |
| Safely manoeuvres parking lot and streets | | | | | | | | | | | | | | | | | | |
| Enters bank | | | | | | | | | | | | | | | | | | |
| Moves to service area | | | | | | | | | | | | | | | | | | |
| Removes necessary material from pocket | | | | | | | | | | | | | | | | | | |
| Chooses correct form | | | | | | | | | | | | | | | | | | |
| Completes required information on withdrawal form | | | | | | | | | | | | | | | | | | |
| Indicates amount to be withdrawn in numbers and words | | | | | | | | | | | | | | | | | | |
| Follows movement of line | | | | | | | | | | | | | | | | | | |
| Gives teller withdrawal slip and bank book | | | | | | | | | | | | | | | | | | |
| Waits for cash | | | | | | | | | | | | | | | | | | |
| Checks cash received | | | | | | | | | | | | | | | | | | |
| Places cash in wallet/places wallet in pocket | | | | | | | | | | | | | | | | | | |
| Exits bank | | | | | | | | | | | | | | | | | | |
| Safely manoeuvres parking lot | | | | | | | | | | | | | | | | | | |
| Demonstrates rider safety enroute home | | | | | | | | | | | | | | | | | | |

correct response +
incorrect response -

See footnote reference #4 on page ESS 252

Task Analysis Sample 3 Record of Student Performance

STUDENT'S NAME: _____

TASK: Ordering food in a fast food restaurant

| Date | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|
| Collects all necessary materials | | | | | | | | | | |
| Demonstrates transportation safety enroute | | | | | | | | | | |
| Safely manoeuvres parking lot and streets | | | | | | | | | | |
| Enters fast food restaurant | | | | | | | | | | |
| Chooses and waits in line | | | | | | | | | | |
| Follows movement of line | | | | | | | | | | |
| Determines order | | | | | | | | | | |
| Determines if has enough cash | | | | | | | | | | |
| Communicates order to restaurant personnel | | | | | | | | | | |
| Communicates whether take out or eat in order | | | | | | | | | | |
| Pays for order | | | | | | | | | | |
| Collects necessary utensils | | | | | | | | | | |
| Collects condiments | | | | | | | | | | |
| Moves aside for line movement as needed | | | | | | | | | | |
| Collects order | | | | | | | | | | |
| Chooses seating space | | | | | | | | | | |
| Uses napkin and flatware appropriately | | | | | | | | | | |
| Displays good table manners | | | | | | | | | | |
| Eats meal | | | | | | | | | | |
| Collects and disposes garbage | | | | | | | | | | |
| Replaces tray | | | | | | | | | | |
| Collects personal belongings | | | | | | | | | | |
| Exits fast food restaurant | | | | | | | | | | |

correct response +
incorrect response -

See footnote reference #4 on page ESS 252.

Task Analysis Sample 4 Record of Student Performance

STUDENT'S NAME: _____

TASK: Washing and drying dishes

| Date | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|
| Obtains items needed to wash dishes | | | | | | | | | | |
| Sets up dish rack | | | | | | | | | | |
| Scrapes dishes | | | | | | | | | | |
| Inserts plug in one side of sink; adds soap | | | | | | | | | | |
| Fills one side of sink with warm water for washing | | | | | | | | | | |
| Fills other side of sink with warm water for rinsing | | | | | | | | | | |
| Washes each dish or utensil | | | | | | | | | | |
| Rinses each dish or utensil | | | | | | | | | | |
| Places dishes or utensil in dish rack | | | | | | | | | | |
| Selects dish towel | | | | | | | | | | |
| Dries dishes or utensils | | | | | | | | | | |
| Places dishes in cupboard | | | | | | | | | | |
| Places utensils in drawer | | | | | | | | | | |
| Hangs towel on towel rack | | | | | | | | | | |
| Drains water from sinks | | | | | | | | | | |

correct response +
incorrect response -

See footnote reference #4 on page ESS.252.

Task Analysis Sample 5 Record of Student Performance

STUDENT'S NAME: _____

TASK Toileting _____

| Date | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|
| Remains dry for one-hour time period | | | | | | | | | | | | |
| Sits on toilet for five minutes | | | | | | | | | | | | |
| Eliminates into toilet | | | | | | | | | | | | |
| Eliminates into toilet within five minutes | | | | | | | | | | | | |
| Remains dry between times placed on toilet | | | | | | | | | | | | |
| Indicates need to use toilet when asked | | | | | | | | | | | | |
| Indicates need to use toilet without being asked | | | | | | | | | | | | |
| Uses toilet independently with help dressing and undressing: • enters bathroom | | | | | | | | | | | | |
| • prepares toilet for sitting | | | | | | | | | | | | |
| • sits and eliminates into toilet | | | | | | | | | | | | |
| Uses toilet independently with help with fasteners only: • enters bathroom | | | | | | | | | | | | |
| • requests help with fasteners | | | | | | | | | | | | |
| • pushes down pants below knees/pulls up shirt | | | | | | | | | | | | |
| • sits independently and eliminates | | | | | | | | | | | | |
| • pulls up pants to waist/straightens; pulls dress or shirt down before leaving | | | | | | | | | | | | |
| • requests help with fasteners | | | | | | | | | | | | |
| Toilets self without help dressing: • enters bathroom | | | | | | | | | | | | |
| • unfastens fasteners | | | | | | | | | | | | |
| • pushes down pants/pulls up skirt | | | | | | | | | | | | |
| • sits independently and eliminates | | | | | | | | | | | | |

Task Analysis Sample 5 (cont'd)

| Date | | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <ul style="list-style-type: none"> pulls pants up to waist/straightens dress or skirt | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> refastens fasteners | | | | | | | | | | | | | | | | | | | | |
| Stands at toilet or urinal to urinate: <ul style="list-style-type: none"> unzips/unfastens pants | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> stands at urinal/toilet | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> urinates into urinal/toilet | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> zips/fastens pants before leaving | | | | | | | | | | | | | | | | | | | | |
| Uses toilet tissue correctly: <ul style="list-style-type: none"> rolls and tears off appropriate amount of paper | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> wipes self | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> drops paper into toilet. washes and dries hands | | | | | | | | | | | | | | | | | | | | |

correct response +
 incorrect response -

See footnote reference #4 on page ESS 252

Task Analysis Sample 6 Record of Student Performance

STUDENT'S NAME: _____

TASK Understanding concepts of work

| Date | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|
| Knows three different "jobs" that students have in the classroom | | | | | | | | | | |
| Describes two leisure activities | | | | | | | | | | |
| Describes three differences between work and leisure activities | | | | | | | | | | |
| Describes occupations of friends and relatives | | | | | | | | | | |
| Knows reasons people work: | | | | | | | | | | |
| • make money | | | | | | | | | | |
| • meet people | | | | | | | | | | |
| • occupy time | | | | | | | | | | |
| • contribute as a productive member of community | | | | | | | | | | |
| • enjoy activity | | | | | | | | | | |
| Knows daily schedule of worker: | | | | | | | | | | |
| • gets up at designated time | | | | | | | | | | |
| • takes care of personal needs | | | | | | | | | | |
| • packs lunch | | | | | | | | | | |
| • takes responsibility for transportation | | | | | | | | | | |
| • reports to supervisor | | | | | | | | | | |
| • follows work routines/directions | | | | | | | | | | |
| • takes breaks as scheduled | | | | | | | | | | |
| • checks out with supervisor | | | | | | | | | | |
| Knows good work habits that help people keep their occupations: | | | | | | | | | | |
| • good attendance | | | | | | | | | | |
| • accepts supervision | | | | | | | | | | |
| • follows directions | | | | | | | | | | |
| • works continuously | | | | | | | | | | |

Task Analysis Sample 6 (cont'd)

| Date | | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| • in on time | | | | | | | | | | | | | | | | | | | | |
| • works independently | | | | | | | | | | | | | | | | | | | | |
| • has positive attitude | | | | | | | | | | | | | | | | | | | | |
| • cleans up | | | | | | | | | | | | | | | | | | | | |
| • handles emotions appropriately | | | | | | | | | | | | | | | | | | | | |
| Knows reasons people lose their occupations: • not productive | | | | | | | | | | | | | | | | | | | | |
| • interacts inappropriately with others | | | | | | | | | | | | | | | | | | | | |
| • doesn't follow directions | | | | | | | | | | | | | | | | | | | | |
| • does poor quality work | | | | | | | | | | | | | | | | | | | | |
| • has negative attitude | | | | | | | | | | | | | | | | | | | | |
| • late for work | | | | | | | | | | | | | | | | | | | | |
| • is absent frequently | | | | | | | | | | | | | | | | | | | | |
| • handles emotions inappropriately | | | | | | | | | | | | | | | | | | | | |
| Understands relationship between work done and paycheck | | | | | | | | | | | | | | | | | | | | |
| Understands benefits portion of check | | | | | | | | | | | | | | | | | | | | |
| Understands deductions and take home pay | | | | | | | | | | | | | | | | | | | | |

correct response +
incorrect response -

See footnote reference #4 on page ESS 252.

Task Analysis Sample 7 Record of Student Performance

STUDENT'S NAME: _____

TASK Painting

| Date | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|
| Keeps fingers and paint material out of mouth | | | | | | | | | | |
| Paints on designated surfaces only: | | | | | | | | | | |
| • large area | | | | | | | | | | |
| • small area | | | | | | | | | | |
| Produces a finger painting: | | | | | | | | | | |
| • uses fingers | | | | | | | | | | |
| • uses whole hand | | | | | | | | | | |
| • covers most of paper | | | | | | | | | | |
| Brushes paper with random strokes: | | | | | | | | | | |
| • circular strokes | | | | | | | | | | |
| • vertical and horizontal strokes | | | | | | | | | | |
| Covers at least half of the paper with paint: | | | | | | | | | | |
| • paints one space | | | | | | | | | | |
| • identifies unpainted space | | | | | | | | | | |
| • paints in unpainted spaces | | | | | | | | | | |
| Controls amount of paint used: | | | | | | | | | | |
| • dips brush carefully | | | | | | | | | | |
| • wipes excess from brush | | | | | | | | | | |
| Selects three colours for picture: | | | | | | | | | | |
| • uses different brush for each colour | | | | | | | | | | |
| • washes brush when changing colours | | | | | | | | | | |
| Paints using controlled strokes: | | | | | | | | | | |
| • holds brush correctly | | | | | | | | | | |
| • demonstrates correct brush techniques | | | | | | | | | | |
| • reproduces given lines | | | | | | | | | | |
| • reproduces given shapes | | | | | | | | | | |
| Paints without mixing colours: | | | | | | | | | | |
| • paints area as directed | | | | | | | | | | |
| • finds new area for each colour | | | | | | | | | | |

Task Analysis Sample 7 (cont'd)

| | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Date | | | | | | | | | | | | | |
| Completes tempera painting | | | | | | | | | | | | | |
| Completes water colour painting | | | | | | | | | | | | | |
| Experiments with at least two different painting techniques | | | | | | | | | | | | | |

correct response +
 incorrect response -

See footnote reference #4 on page ESS 252

Task Analysis Sample 8 Record of Student Performance

STUDENT'S NAME: _____

TASK Removing outer clothing

| Date | | | | | | | | | | |
|--------------------------|--|--|--|--|--|--|--|--|--|--|
| Places boots on paper | | | | | | | | | | |
| Enters classroom | | | | | | | | | | |
| Walks to coat hooks | | | | | | | | | | |
| Locates own hook | | | | | | | | | | |
| Hangs bag up | | | | | | | | | | |
| Removes mittens | | | | | | | | | | |
| Places mittens in pocket | | | | | | | | | | |
| Removes scarf | | | | | | | | | | |
| Hangs on hook | | | | | | | | | | |
| Unzippers jacket | | | | | | | | | | |
| Hangs on hook | | | | | | | | | | |
| Removes ski pants | | | | | | | | | | |
| Hangs on hook | | | | | | | | | | |
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| | | | | | | | | | | |

correct response +
incorrect response -

See footnote reference #4 on page ESS.252



Task Analysis Sample 9 Record of Student Performance

STUDENT'S NAME: _____

TASK Participating in morning circle

| Date | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|
| Attendance functions: | | | | | | | | | | | | |
| • sits on rug in semicircle | | | | | | | | | | | | |
| • waits quietly for teacher to come | | | | | | | | | | | | |
| • orientates to teacher | | | | | | | | | | | | |
| • listens for name to be called | | | | | | | | | | | | |
| • responds "here" when name called | | | | | | | | | | | | |
| • sits "ready," hands on lap, legs crossed | | | | | | | | | | | | |
| • listens to teacher identify helper | | | | | | | | | | | | |
| • if helper, takes message to office | | | | | | | | | | | | |
| Show'n'tell functions: | | | | | | | | | | | | |
| • puts hand up to indicate participation | | | | | | | | | | | | |
| • puts hand down, waits for teacher to call | | | | | | | | | | | | |
| • removes show'n'tell from bag | | | | | | | | | | | | |
| • stands up | | | | | | | | | | | | |
| • tells three things about it | | | | | | | | | | | | |
| • passes to other students | | | | | | | | | | | | |
| • sits down | | | | | | | | | | | | |
| • puts in bag | | | | | | | | | | | | |
| • listens/watches other students | | | | | | | | | | | | |
| • passes to next student | | | | | | | | | | | | |
| Directions for morning functions: | | | | | | | | | | | | |
| • remains seated quietly | | | | | | | | | | | | |
| • listens to teacher instructions | | | | | | | | | | | | |
| • remembers routine of morning | | | | | | | | | | | | |
| • stands up when teacher is finished | | | | | | | | | | | | |
| • carries show'n'tell to shoe cubby hole | | | | | | | | | | | | |
| • puts in cubby hole | | | | | | | | | | | | |
| • goes to location as directed in previous instructions | | | | | | | | | | | | |

correct response +
incorrect response -

See footnote reference #4 on page ESS 252

Task Analysis Sample 10 Record of Student Performance

STUDENT'S NAME: _____

TASK Using centres

| Date | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|
| Directions: • sits on carpet | | | | | | | | | | |
| • attends to teacher directions | | | | | | | | | | |
| • listens to description of rules for that centre | | | | | | | | | | |
| • remembers required centres | | | | | | | | | | |
| • remembers to use different centres | | | | | | | | | | |
| Approaching centre: • stands up from rug | | | | | | | | | | |
| • determines where centres are located | | | | | | | | | | |
| • approaches preferred centre | | | | | | | | | | |
| • determines if appropriate number of people, counts or matches to number of sticks at centre entrance | | | | | | | | | | |
| • if appropriate, enters centre | | | | | | | | | | |
| • if not, selects new centre | | | | | | | | | | |
| • if requested, goes to designated centre | | | | | | | | | | |
| • must pass through all centres; must remember previous centres | | | | | | | | | | |
| Participating in centre: • assumes appropriate position: table, chairs, floor or stands | | | | | | | | | | |
| • interacts with materials appropriately | | | | | | | | | | |
| • shares materials with peers | | | | | | | | | | |
| • exchanges social interaction with peers | | | | | | | | | | |
| • remembers directions for centre given on rug | | | | | | | | | | |
| • completes any required activities for centre | | | | | | | | | | |
| Clean up of centres: • lights out — cease action | | | | | | | | | | |

Task Analysis Sample 10 (cont'd)

| | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Date | | | | | | | | | | | | | | |
| • listens to verbal clue "It's time to clean up" | | | | | | | | | | | | | | |
| • picks up materials in centre | | | | | | | | | | | | | | |
| • restores centre to original state | | | | | | | | | | | | | | |
| • helps clean up other centres if requested | | | | | | | | | | | | | | |
| • shares work with peers | | | | | | | | | | | | | | |
| • follows direction of peers | | | | | | | | | | | | | | |

correct response +
 incorrect response -

See footnote reference #4 on page ESS 252

Task Analysis Sample 11 Record of Student Performance

STUDENT'S NAME: _____

TASK Using the gymnasium

| Date | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Entering: • approaches classroom door to line up | | | | | | | | | | | | |
| • stands at end of line | | | | | | | | | | | | |
| • waits in line | | | | | | | | | | | | |
| • walks down hall in line | | | | | | | | | | | | |
| • turns at main entrance | | | | | | | | | | | | |
| • walks down steps | | | | | | | | | | | | |
| • pushes open door | | | | | | | | | | | | |
| • walks into gym | | | | | | | | | | | | |
| Gymnastic activities: • approaches teacher on command | | | | | | | | | | | | |
| • sits down when requested | | | | | | | | | | | | |
| • listens to directions | | | | | | | | | | | | |
| • stands up | | | | | | | | | | | | |
| • follows group | | | | | | | | | | | | |
| • follows specific game/activity directions | | | | | | | | | | | | |
| • ceases action when requested | | | | | | | | | | | | |
| • listens for new directions | | | | | | | | | | | | |
| • follows new directions | | | | | | | | | | | | |
| Leaving: • lines up at door | | | | | | | | | | | | |
| • pushes door open | | | | | | | | | | | | |
| • follows line | | | | | | | | | | | | |
| • walks up stairs | | | | | | | | | | | | |
| • goes to bathroom | | | | | | | | | | | | |
| • gets drink | | | | | | | | | | | | |
| • lines up against wall by office | | | | | | | | | | | | |
| • waits for others to return | | | | | | | | | | | | |
| • follows line to room | | | | | | | | | | | | |

correct response +
incorrect response -

See footnote reference #4 on page ESS.252.

Task Analysis Sample 12 Record of Student Performance

STUDENT'S NAME: _____

TASK Using the bathroom

| Date | | | | | | | | | | | | | |
|------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Requests/goes on command | | | | | | | | | | | | | |
| Locates bathroom | | | | | | | | | | | | | |
| Turns door knob | | | | | | | | | | | | | |
| Opens door | | | | | | | | | | | | | |
| Enters bathroom | | | | | | | | | | | | | |
| Closes door | | | | | | | | | | | | | |
| Pulls pants down | | | | | | | | | | | | | |
| Sits on toilet | | | | | | | | | | | | | |
| VOIDS | | | | | | | | | | | | | |
| Wipes self | | | | | | | | | | | | | |
| Gets off toilet | | | | | | | | | | | | | |
| Pulls pants up | | | | | | | | | | | | | |
| Flushes toilet | | | | | | | | | | | | | |
| Walks to sink | | | | | | | | | | | | | |
| Turns on water | | | | | | | | | | | | | |
| Washes hands | | | | | | | | | | | | | |
| Turns off water | | | | | | | | | | | | | |
| Dries hands | | | | | | | | | | | | | |
| Opens door | | | | | | | | | | | | | |
| Returns to previous location | | | | | | | | | | | | | |

correct response +
incorrect response -

See footnote reference #4 on page ESS.252.

Task Analysis Sample 13 Record of Student Performance

STUDENT'S NAME: _____

TASK Taking message to office

| Date | | | | | | | | | | | | |
|-------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|
| Stands up when requested | | | | | | | | | | | | |
| Takes message from teacher | | | | | | | | | | | | |
| Walks to office | | | | | | | | | | | | |
| Approaches adult in office | | | | | | | | | | | | |
| Hands message to adult | | | | | | | | | | | | |
| Waits for reply | | | | | | | | | | | | |
| Walks back to room | | | | | | | | | | | | |
| Gives reply/if one to teacher | | | | | | | | | | | | |
| Rejoins group | | | | | | | | | | | | |

correct response +
incorrect response -

See footnote reference #4 on page ESS.252

Task Analysis Sample 14 Record of Student Performance

STUDENT'S NAME: _____

TASK Cooking

| Date | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|
| Going to kitchen: • lines up at door if name called | | | | | | | | | | |
| • follows line down hall | | | | | | | | | | |
| • carries materials if requested | | | | | | | | | | |
| • enters kitchen | | | | | | | | | | |
| • locates chair | | | | | | | | | | |
| • sits down | | | | | | | | | | |
| Cooking: • listens to directions given | | | | | | | | | | |
| • looks at picture directions | | | | | | | | | | |
| • completes task directions | | | | | | | | | | |
| • puts any garbage in can | | | | | | | | | | |
| • wipes table | | | | | | | | | | |
| • takes turns | | | | | | | | | | |
| • interacts with peers/parent | | | | | | | | | | |
| Return from kitchen: • lines up at door when cued | | | | | | | | | | |
| • follows line | | | | | | | | | | |
| • carries materials if required | | | | | | | | | | |
| • enters classroom | | | | | | | | | | |
| • returns materials | | | | | | | | | | |
| • returns to centres | | | | | | | | | | |

correct response +
incorrect response -

See footnote reference #4 on page ESS 252.

Assessing, Evaluating and Communicating Student Growth

Principles of Assessment, Evaluation and Communication

The principles associated with assessing, evaluating and communicating student growth are the same for all students. Assessment, evaluation and communication of student growth are based on the knowledge, skills and attitudes students are expected to learn and should be congruent with the following principles:

- student growth is assessed, evaluated and communicated for all expectations
- student growth is evaluated and communicated on an ongoing basis and the information is used to plan programming
- student growth is demonstrated through a variety of performances evaluated by the teacher
- student growth is enhanced when students participate in the assessment-evaluation-communication process
- student growth is enhanced when assessment, evaluation and communication are viewed positively by the student.

Assessing, evaluating and communicating student achievement and growth are essential parts of the teaching-learning process. Students with special needs, like all students, should be provided opportunities to

demonstrate their learning in different ways. This section provides information about ecological and performance assessments, portfolios and the process of evaluation. The sections concludes with a framework to guide staff in their assessment and evaluation practices.

Ecological Assessments

The ecological approach to functional skill assessment means observing the environments where the student is expected to participate and determining which skills are required in that context. These assessments provide information about the learning a student demonstrates in relation to the routine of a particular action.

To complete an ecological assessment:

- specify areas in the environment that are to be used for teaching essential and supportive life skills
- identify the skills required to perform the activity
- compare the student's present abilities to those skills required to perform the activity. This process, known as discrepancy analysis, is used to determine which skills the student needs to acquire and to determine which adaptations to instruction or to the environment are needed.

A blank form for an ecological assessment is provided on page ESS.45. The two completed ecological assessments on pages

ESS.46–47 provide examples of ecological assessment of a routine in the school environment. In the example where the student goes to a school assembly, the student was not able to demonstrate age-appropriate behaviour. Therefore, the task was analyzed, discrepant behaviour determined and plans for needed instruction prepared.

Ecological Assessments ⁵

| Student/Date: | Domain: | Environment: | Sub-environment: |
|---------------|------------------|----------------------|--------------------|
| Inventory | Student Response | Discrepancy Analysis | What-to-do Options |
| Activity: | | | |
| Skills: | | | |
| | | | |
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+ = correct response
 - = incorrect response

⁵ From *Community-based curriculum instructional strategies for students with severe handicaps* (p 48) by M A Falvey, 1989. Adapted and reprinted with permission Paul H Brookes, Baltimore, MD 21285-0624



Ecological Assessments Sample Completed Form

| | | | |
|--|---|--|---|
| Student/Date: John Smith, June 15, 1994 | Domain: personal and social development | Environment: school | Sub-environment: gymnasium |
| Inventory | Student Response | Discrepancy Analysis | What-to-do Options |
| Activity: Arriving at assembly, line up at door in response to verbal cue | + | | |
| wait in line | - | no strategy for waiting | teach verbal cue with physical prompt |
| follow line down hall to main doors | - | cannot stay in line with group | pair with other student; teach verbal cue |
| walk down stairs | + | | |
| enter gym | + | | |
| follow line to designated location on floor | - | wanders from group | provide physical cue |
| sit cross legged on floor | + | | |
| remain quiet | - | unable to stop vocalizing | teach physical cue |
| listen to speaker | - | difficulty attending for longer than two minutes | provide signal |
| respond as required | + | | |

+ = correct response
- = incorrect response

Ecological Assessments Sample Completed Form

| | | | |
|---|---------------------------------|------------------------------------|--|
| Student/Date: John Smith, June 20, 1994 | Domain: leisure/recreation/arts | Environment: school | Sub-environment: playground |
| Inventory | Student Response | Discrepancy Analysis | What-to-do Options |
| Activity: playing four-square Skills: locate four-square area | + | | |
| stand in line; move in line | - | doesn't understand how line moves | teach how line moves |
| when turn comes up, move into appropriate square | - | doesn't know which square to enter | teach where and when to enter |
| bounce ball to partner; receive ball from partner | - | can't catch bounced ball | teach skills for catching bounced ball |
| continue playing until ball missed or bounced outside square | + | | |
| stand in line appropriately; move up in line | - | doesn't understand how line moves | teach how line moves |

+ = correct response
- = incorrect response

Performance Assessment

Performance assessment refers to a variety of tasks and situations in which students are given opportunities to demonstrate their understanding and apply their knowledge and skills in a variety of contexts. These assessments often occur over time and result in a tangible product or an observable performance. They encourage self-evaluation, require judgement to score, provide degrees of proficiency based on criteria, and make public the scoring criteria.

Different assessment strategies provide different information and what is suitable for one purpose may not be suitable for another. The results of any single assessment provide a snapshot of a student's achievement. Assessment in a number of areas is needed to provide a full profile of student achievement.

A paper-and-pencil test does not provide the opportunity for students to demonstrate all their learning. What a student demonstrates on a paper-and-pencil test is not necessarily what the student could explain orally, or show by constructing a tangible item, or by role playing or drawing. Examples of student performance, collected over time and in different formats, provide a more comprehensive picture of what the student knows, values and can do. This information is invaluable for planning student learning and for communicating with students and parents.

Quality student assessment should:

- include analyzing, synthesizing and evaluating the information learned through performance tasks that are based on "real world" problems or situations
- provide problems that are open-ended and contain multiple solutions
- provide a variety of methods by which students demonstrate their learning
- help students integrate their learning
- provide opportunities for students to evaluate their own work and that of others
- help students assume responsibility for their own learning.

Among the practices associated with quality assessment are:

- making students aware of the performance criteria in advance
- showing students examples of quality work that can be used as a model for their own work
- providing students with multiple opportunities to improve the quality of their work before it becomes final
- establishing the student as the worker and teacher as the facilitator.

Observing students as they solve problems, model skills to others, think aloud during a sequence of activities, engage in peer tutoring or interact with peers in a variety of learning situations can provide insight into how learning occurs. The teacher finds out under what conditions success is most likely,

what individual students do when difficulty is encountered, how interaction with others affects their concentration and learning, and what is appropriate for the student to learn next. Observations may be informal or highly structured, incidental or scheduled over different periods of time in different aspects of schooling.

Incidental observations are often recorded as anecdotal notes and placed in the student's record. "Stickies" are useful for this task. Observation checklists can be used for assessing a variety of student behaviours.

Examples of Performance Assessment

Verbal Interaction

Talking with students is an effective way to find out more about their strengths, interests and needs. Interactions may range from an informal conversation with one student, to a mini-lesson with a small group of students, to a formal conference with parents to share information and develop an individualized program plan for a student. The teacher should focus attention on what students say and do during these interactions and document the conversation.

Student Products

Student work may be collected in a variety of ways. Work samples can be created and collected on audiotape, videotape, computer disk or photographs as well as on paper. When a student product is included as part of assessment, it is important that

the student indicates whether the work is in draft form or is a completed product. Dating the sample and briefly noting the circumstances under which it was accomplished are important in providing a context for interpreting the evidence of student learning. Samples may be chosen by the student, teacher, parent or peers.

Student Self-evaluation

Opportunities for students to assess their own learning provide valuable training in self-monitoring. Students can take responsibility for their part in the learning process by:

- evaluating an assignment or project prior to teacher or peer evaluation
- writing their own progress report
- writing a summary-of-learning letter to the teacher or parents
- participating in a goal-setting conference
- participating in the development of an individualized program plan.

In assessing their own work, students should be able to:

- use the criteria in order to evaluate their own performance
- make effective use of feedback from others
- set objectives
- establish plans to meet their objectives.

As students improve in their proficiency at self-assessment, they become active learners not solely dependent on the teacher for feedback on their completed work. Sample student self-evaluation forms are provided on the following pages.

Student Self-evaluation Form

This evaluation form may be completed independently by students with proficiency in writing. Other students may require assistance.

Keeping Track

Name _____ Date _____

Today in _____

I learned more about

I still have questions about

Here are my plans for answering these questions

Student Self-evaluation Form

Science

Name _____ Date _____

What things did you try in the science centre?

Write three things about (topic) that you learned

What did you learn about how scientists find out about things?

What books have you read about (topic) this year?

What would you like to learn about (topic) next?

Performance Tasks

Tasks that are specifically designed to have students demonstrate particular knowledge, skills and attitudes can be developed by the classroom teacher or other educators. These assessments may involve prompting specific student behaviours such as:

- giving an oral presentation
- having a conversation using a language other than English
- playing a musical instrument
- participating in a group discussion
- demonstrating a gymnastics routine
- conducting an investigation.

These assessments may involve creating a tangible product or may focus solely on observing a student's performance.

Portfolios

A portfolio is a purposeful collection of student products that exhibits the student's demonstrations of achievement, growth and performance.

Portfolios:

- integrate assessment and instruction; helping students take control of their own learning
- capture a richer array of what students know and can do
- look at processes as well as final products
- provide realistic tasks and contexts for tasks so that assessment and instruction are "authentic"
- provide continuous and on-going information to students and other decision makers
- communicate what is valued.

Portfolios are usually managed by students. The teacher and students establish criteria for selecting material to be placed in the portfolio.

Portfolios offer students:

- a greater awareness of themselves as learners
- multiple opportunities to show their knowledge and skills
- active involvement in setting objectives, evaluating growth and planning
- a record of changes over time
- a level of achievement and an index of growth each year
- a collection of products to support the story of their growth (processes used as well as end products)
- concrete evidence to show others involved in their schooling what they know and can do
- source material for answering the question "What did you learn (do) in 12 years of schooling?"
- information for goal setting
- evidence of hard-to-score attributes such as perseverance, flexibility, thoughtfulness, self-confidence and a broad range of outcomes.

Portfolios offer teachers:

- a device for highlighting what an individual "can" do in relation to curriculum objectives
- a profile of a student's growth history (their story told with a variety of products, judgements made on that work, reasons for its selection to the portfolio, students' comments on work, students' reflections and data showing progress towards objectives)
- models of achievement of outcomes

- examples of work in classroom contexts
- a means for integrating with data from multiple sources
- methods for understanding criteria and interpreting standards for their unique situations
- material for communicating student learning and for making decisions about programming.

Examples of information to be included in a student's portfolio:

- monthly samples of student printing/writing
- samples of art work, two from each unit
- learning logs from science activity
- samples of mathematics skill practices and problem-solving activities.

Evaluation Process

Judgements about student achievement and growth follow assessment. Suggested steps to follow in the evaluation process are:

- focus on an outcome and specify what students are expected to know and do
- select the student product or behaviour to be analyzed
- list evidence of the outcome observable in the product or behaviour
- compare evidence to the expected achievement criteria
- consider planning implications (next steps for programming and grouping, applications to other courses and co-curricular activities)

- consider communication implications: what information to record and communicate, how to record and communicate information, and to whom and how to convey information.

These judgements not only indicate student growth, but also form the basis for setting objectives. Evaluation is an ongoing process that provides for continual review of student growth.

Framework for Assessment and Evaluation Practices

The following questions can be used as a framework to guide assessment and evaluation of students.

- What types of evidence do you have today, on any given student, regarding how they have met (or are meeting) the course objectives?
- How much variety is there in your assessment and evaluation practices?
- To what extent do your assessment and evaluation practices vary the level of thinking skills involved; i.e., recall, process, application?
- How do you build student choice into your assessment and evaluation?
- How do you involve students in their assessments and evaluations?
- How do you involve students in the assessment and evaluation of their peers?
- What forms of assessment do you want to utilize next year?

Section II Foundation Skills

Foundation skills are skills that form the basis for future learning. These skills support the learner expectations in the programs of study.

The checklists in Sections II, III and IV provide possible assessment items for instructional program planning. The skills in many of the checklists are provided in developmental sequence. However, it is important to remember that not all students develop skills in the same sequence and that some students may demonstrate higher-level skills without establishing competence in lower-level skills.

The checklists Gross Motor Development (page ESS.73) and Fine Motor Control (page ESS.79) are appropriate for students who:

- appear to be developing normally
- have mild general development delays
- show clumsy movements or awkward gait.

These checklists should not be used with students who have medically diagnosed physical disorders such as cerebral palsy, muscular dystrophy or spina bifida. These students tend not to follow the usual sequence of development. They may exhibit abnormal movements and postures. In these instances it is recommended that a physiotherapist or an occupational therapist familiar with pediatric development be consulted.

A number of resources have been annotated to complement the checklists (page ESS.239). It is important that teachers consult a wide range of resources in determining instructional programs for students with developmental disabilities. The Alberta Education programs of study and curriculum support materials should be the starting point for all program planning.

Communication

| Language — Receptive | | NAME _____ DATE _____ | |
|--|--------------|--------------------------|----------------|
| The student will develop receptive language skills. | | | |
| The student will: | has mastered | still learning | needs to learn |
| show awareness of a speaker | | | |
| discriminate between angry and friendly voices | | | |
| look in response to own name | | | |
| comprehend "no" | | | |
| look at some objects when names are spoken | | | |
| smile and reach for self in mirror | | | |
| respond to sounds when the source is not visible | | | |
| attend to music or singing | | | |
| anticipate steps within daily routine | | | |
| understand simple questions and instructions; e.g., "Where are your shoes?"; "Give me that." | | | |
| understand more words than he or she can say | | | |
| understand early concepts; e.g., in/on/under | | | |
| understand object function; e.g., "Which one do we eat with?" | | | |
| follow two related directions; e.g., "Close the book and give it to me." | | | |
| understand questions about a story with pictures | | | |
| follow three related directions | | | |

Communication (cont'd)

| Language — Expressive | | NAME _____ |
|---|--------------|----------------|
| | | DATE _____ |
| The student will develop expressive language skills. | | |
| The student will: | has mastered | still learning |
| | | needs to learn |
| cry to get attention | | |
| vocalize to express pleasure and displeasure | | |
| stop vocalizing when another person vocalizes | | |
| call for attention | | |
| use a wide variety of sound combinations | | |
| use sentence-like intonational patterns | | |
| imitate sounds and names for familiar objects | | |
| nod for "yes"; shake head for "no" | | |
| combine vocalization and gesture to obtain desired objects | | |
| talk more than gesture | | |
| use names for most familiar objects | | |
| use two-word phrases | | |
| relate personal experiences | | |
| use three-word phrases | | |
| use some pronouns; e.g., he, me, you | | |
| answer who, what, where questions | | |
| use two sentence types; i.e., statements and simple questions | | |
| use negation (no, not) | | |
| use plurals | | |
| use prepositions (in, on, under) | | |

Communication (cont'd)

| | | | |
|--|-----------------|-------------------|-------------------|
| Language — Expressive | | NAME _____ | |
| | | DATE _____ | |
| The student will develop expressive language skills. | | | |
| The student will: | has mastered | still learning | needs to learn |
| converse in simple, intelligible sentences (although grammatical errors may still be present) | | | |
| use verb forms (present progressive – <i>jumping</i> ; past tense regular – <i>jumped</i> ; past tense irregular – <i>broke</i>) with some errors | | | |
| describe objects and events | | | |
| use helping verb forms; e.g., <i>is jumping</i> , <i>was not</i> | | | |
| use complex sentence and more advanced question forms; e.g., "Are we going swimming today?", which are generally grammatically correct | | | |
| tell a sequenced story | | | |

Communication (cont'd)

| Social Communication | | NAME _____ DATE _____ | |
|---|--------------|--------------------------|----------------|
| The student will communicate with others. | | | |
| The student will: | has mastered | still learning | needs to learn |
| request objects or activities with signs or words | | | |
| greet familiar people with words or signs | | | |
| ask a simple question | | | |
| ask yes/no questions with appropriate inflection | | | |
| comment on appearance or disappearance of objects or people | | | |
| request assistance | | | |
| request permission | | | |
| sustain conversation for several turns | | | |
| talk on telephone; wait turn to respond | | | |
| describe what is happening or what he or she is doing | | | |
| complete incomplete sentence begun by an adult in a teaching context | | | |
| describe functions of objects | | | |
| name three or more elements in a picture or describe what is happening in a picture | | | |
| respond correctly to "what do you do" and "why do we" questions | | | |
| tell a story by looking at pictures | | | |
| answer "what is, whose, who," and "how many" questions appropriately | | | |

Communication (cont'd)

| | | | |
|---|-----------------|-------------------|-------------------|
| Social Communication | | NAME _____ | |
| | | DATE _____ | |
| The student will communicate with others. | | | |
| The student will: | has mastered | still learning | needs to learn |
| communicate cause-and-effect relationships | | | |
| use contingent questions to maintain a conversation (Why did he do that? Then what happened?) | | | |
| create interest in a listener by indirect reference (I have a new toy.) | | | |
| communicate knowledge about the world to peers and adults | | | |
| tell two familiar stories without pictures for help | | | |

Communication (cont'd)

| Language — Articulation | | NAME _____ DATE _____ | |
|---|--------------|--------------------------|----------------|
| The student will demonstrate production of the following sounds in connected speech. | | | |
| | has mastered | still learning | needs to learn |
| p | | | |
| w | | | |
| m | | | |
| b | | | |
| h | | | |
| t | | | |
| d | | | |
| k | | | |
| g | | | |
| n | | | |
| ng | | | |
| y | | | |
| f | | | |
| v | | | |
| l | | | |
| l-blends | | | |
| sh | | | |
| ch | | | |
| j | | | |
| s-z | | | |
| s-blends | | | |

Communication (cont'd)

| Language — Articulation | | NAME _____ | |
|--|--------------|----------------|----------------|
| | | DATE _____ | |
| The student will demonstrate production of the following sounds in connected speech. | | | |
| | has mastered | still learning | needs to learn |
| r | | | |
| r-blends | | | |
| th - voiceless | | | |
| th - voiced | | | |

Communication (cont'd)

| Language — Expressive (Nonverbal) | | NAME _____ | |
|--|--------------|----------------|----------------|
| | | DATE _____ | |
| The student will use an alternative communication system. | | | |
| The student will: | has mastered | still learning | needs to learn |
| discriminate between two pictures | | | |
| associate one or two signs/pictures/symbols with their meaning | | | |
| discriminate between two signs/pictures/symbols learned | | | |
| use signs/pictures/symbols necessary in daily routines | | | |
| use two-word communication — signs/pictures/symbols | | | |
| use three-word communication — signs/pictures/symbols | | | |
| use new signs/pictures/symbols for new routines | | | |
| initiate interaction with others | | | |

Communication (cont'd)

| | | | |
|---|-----------------|-------------------|-------------------|
| Language | | NAME _____ | |
| | | DATE _____ | |
| Vocabulary — General Knowledge and Use | | | |
| The student will: | has mastered | still learning | needs to learn |
| know family members' names | | | |
| know names for familiar objects | | | |
| understand some action words and prepositions | | | |
| say eight to 10 words spontaneously | | | |
| understand 50 words | | | |
| say 15 meaningful words and name five to seven objects on request | | | |
| use 50 different words | | | |
| use early developing modifiers; e.g., big, pretty | | | |
| understand new words rapidly | | | |
| use a variety of words including nouns (foods, body parts, furniture, household objects, important people); action words (sleep, wash, clap); modifiers (hot, clean); location words (up, here); social words (bye, hello) and emotion words (sad, mad) | | | |
| use 100 different words | | | |
| have a good functional vocabulary (knowledge of words important in various student environments) | | | |
| identify objects by category | | | |
| use and understand words related to classroom themes and activities (including daily living) | | | |
| ask the meaning of unfamiliar words | | | |

Communication (cont'd)

| | | | | | | |
|---|-----------------------------------|----------------|----------------|-------------------------------|----------------|----------------|
| Language | | | | NAME _____ | | |
| | | | | DATE _____ | | |
| Vocabulary | | | | | | |
| Body Parts | Receptive (Show me . . .) | | | Expressive (Labelling) | | |
| The student will demonstrate receptive and expressive knowledge of: | has mastered | still learning | needs to learn | has mastered | still learning | needs to learn |
| mouth | | | | | | |
| eye | | | | | | |
| nose | | | | | | |
| ears | | | | | | |
| feet | | | | | | |
| hair | | | | | | |
| tongue | | | | | | |
| teeth | | | | | | |
| hands | | | | | | |
| head | | | | | | |
| legs | | | | | | |
| arms | | | | | | |
| fingers | | | | | | |
| fingernails | | | | | | |
| thumbs | | | | | | |
| toes | | | | | | |
| neck | | | | | | |
| stomach | | | | | | |

Communication (cont'd)

| | | | | | | |
|---|-----------------------------------|----------------|----------------|-------------------------------|----------------|----------------|
| Language | | | | NAME _____ | | |
| | | | | DATE _____ | | |
| Vocabulary | | | | | | |
| Body Parts | Receptive (Show me . . .) | | | Expressive (Labelling) | | |
| The student will demonstrate receptive and expressive knowledge of: | has mastered | still learning | needs to learn | has mastered | still learning | needs to learn |
| chest | | | | | | |
| back | | | | | | |
| knee | | | | | | |
| chin | | | | | | |
| heels | | | | | | |
| elbows | | | | | | |
| shoulders | | | | | | |
| ankles | | | | | | |
| jaw | | | | | | |
| hips | | | | | | |
| wrists | | | | | | |
| waist | | | | | | |

NOTES: Students typically display receptive language abilities that are better developed than their expressive abilities. Therefore, a student will likely first demonstrate an understanding of basic concepts before using them correctly in expressive speech. Both an understanding and production (expression) of concepts is important.

Concepts from different checklists may be taught at the same time and will need ongoing review.

Communication (cont'd)

| | | | | | | |
|---|------------------|----------------|----------------|--------------------------|----------------|----------------|
| Language | | | | NAME _____ DATE _____ | | |
| Vocabulary | | | | | | |
| Colours | Receptive | | | Expressive | | |
| The student will demonstrate a receptive and expressive knowledge of: | has mastered | still learning | needs to learn | has mastered | still learning | needs to learn |
| red | | | | | | |
| blue | | | | | | |
| yellow | | | | | | |
| green | | | | | | |
| orange | | | | | | |
| purple | | | | | | |
| black | | | | | | |
| brown | | | | | | |
| pink | | | | | | |

Communication (cont'd)

| | | | | | | |
|---|------------------|----------------|----------------|--------------------------|----------------|----------------|
| Language | | | | NAME _____ DATE _____ | | |
| Vocabulary | | | | | | |
| Weather | Receptive | | | Expressive | | |
| The student will demonstrate a receptive and expressive knowledge of: | has mastered | still learning | needs to learn | has mastered | still learning | needs to learn |
| rain/rainy | | | | | | |
| hot/sunny | | | | | | |
| cloudy | | | | | | |
| cold | | | | | | |
| windy | | | | | | |

Communication (cont'd)

| Language | | NAME _____ DATE _____ | | | | |
|---|--------------|--------------------------|----------------|--------------|----------------|----------------|
| Vocabulary | | | | | | |
| Social/ Emotional | Receptive | | | Expressive | | |
| The student will demonstrate receptive and expressive knowledge of: | has mastered | still learning | needs to learn | has mastered | still learning | needs to learn |
| boy/girl | | | | | | |
| man/woman | | | | | | |
| father/mother | | | | | | |
| happy/angry/sad | | | | | | |
| sick | | | | | | |
| afraid (scared) | | | | | | |
| excited | | | | | | |
| tired | | | | | | |
| brothers/sisters | | | | | | |
| friendly | | | | | | |
| wrong/right | | | | | | |
| relaxed | | | | | | |
| disappointed | | | | | | |
| healthy | | | | | | |
| old/young | | | | | | |
| easy/hard (difficult) | | | | | | |

NOTE: Members of opposite concept pairs will not necessarily be learned at the same time; e.g., high typically develops before low, however they have been listed in pairs when possible for ease of reading and because using contrast when teaching concepts can be helpful. All basic concepts listed generally following the typical developmental sequence.

Communication (cont'd)

| Language | | | | NAME _____ | | |
|---|--|----------------|----------------|---------------------------|----------------|----------------|
| | | | | DATE _____ | | |
| Vocabulary | | | | | | |
| Directional/ Positional Concepts | Receptive (Put the ball ___ the book) | | | Expressive (Where is it?) | | |
| The student will demonstrate receptive and expressive knowledge of: | has mastered | still learning | needs to learn | has mastered | still learning | needs to learn |
| up/down | | | | | | |
| closed/open | | | | | | |
| out/in | | | | | | |
| off/on | | | | | | |
| inside/outside | | | | | | |
| under | | | | | | |
| next to/beside | | | | | | |
| high/low | | | | | | |
| into/out of | | | | | | |
| back/side/front | | | | | | |
| close to | | | | | | |
| middle | | | | | | |
| through | | | | | | |
| beside | | | | | | |
| near/far | | | | | | |
| top/bottom | | | | | | |
| moving/standing still | | | | | | |
| between | | | | | | |
| end | | | | | | |

Communication (cont'd)

| Language | | | | NAME _____ | | |
|---|---|----------------|----------------|---------------------------|----------------|----------------|
| | | | | DATE _____ | | |
| Vocabulary | | | | | | |
| Directional/ Positional Concepts | Receptive (Put the ball __ the book) | | | Expressive (Where is it?) | | |
| The student will demonstrate receptive and expressive knowledge of: | has mastered | still learning | needs to learn | has mastered | still learning | needs to learn |
| edge | | | | | | |
| over | | | | | | |
| toward/away from | | | | | | |
| centre | | | | | | |
| above/below | | | | | | |
| right/left | | | | | | |

Communication (cont'd)

| Language | | | | NAME _____ | | |
|---|--------------|----------------|----------------|--------------|----------------|----------------|
| | | | | DATE _____ | | |
| Vocabulary | | | | | | |
| Comparisons | Receptive | | | Expressive | | |
| The student will demonstrate a receptive and expressive knowledge of: | has mastered | still learning | needs to learn | has mastered | still learning | needs to learn |
| same/different/ not the same | | | | | | |
| alike (equal, identical) | | | | | | |
| other than | | | | | | |

Communication (cont'd)

| | | | | | | |
|---|------------------|----------------|----------------|-------------------|----------------|----------------|
| Language | | | | NAME _____ | | |
| | | | | DATE _____ | | |
| Vocabulary | | | | | | |
| Size Concepts | Receptive | | | Expressive | | |
| The student will demonstrate receptive and expressive knowledge of: | has mastered | still learning | needs to learn | has mastered | still learning | needs to learn |
| big/little (small) | | | | | | |
| tall/short | | | | | | |
| heavy/light | | | | | | |
| short/long | | | | | | |
| deep/shallow | | | | | | |
| thin/fat | | | | | | |
| large | | | | | | |
| wide | | | | | | |
| thick | | | | | | |
| medium-sized | | | | | | |

Communication (cont'd)

| | | | | | | |
|---|------------------|----------------|----------------|-------------------|----------------|----------------|
| Language | | | | | | |
| | | | | | NAME _____ | |
| | | | | | DATE _____ | |
| Vocabulary | | | | | | |
| Texture and Material | Receptive | | | Expressive | | |
| The student will demonstrate receptive and expressive knowledge of: | has mastered | still learning | needs to learn | has mastered | still learning | needs to learn |
| hot/cold | | | | | | |
| loud/quiet | | | | | | |
| hard/soft | | | | | | |
| shiny | | | | | | |
| wood/glass/ metal | | | | | | |
| dark/light; i.e., colour | | | | | | |
| sharp/dull | | | | | | |
| smooth/rough | | | | | | |

Communication (cont'd)

| | | | | | | |
|---|------------------|----------------|----------------|-------------------|----------------|----------------|
| Language | | | | NAME _____ | | |
| | | | | DATE _____ | | |
| Vocabulary | | | | | | |
| Time and Sequence Concepts | Receptive | | | Expressive | | |
| The student will demonstrate receptive and expressive knowledge of: | has mastered | still learning | needs to learn | has mastered | still learning | needs to learn |
| daytime/night | | | | | | |
| fast/slow | | | | | | |
| finished/starting | | | | | | |
| old/new | | | | | | |
| seasons | | | | | | |
| morning | | | | | | |
| leaving/arriving (coming) | | | | | | |
| before/after | | | | | | |

Gross Motor Development

| Gross Motor Development | | NAME _____ DATE _____ | | |
|---|--------------|--------------------------|----------------|--|
| The student will: | has mastered | still learning | needs to learn | |
| lift head momentarily (one to three seconds) when lying on stomach (prone) | | | | |
| roll part way on side from back (supine) | | | | |
| hold head erect for two to three seconds, when held in sitting position | | | | |
| raise head and chest to 90 degrees with forearm support, when prone | | | | |
| hold head steady and erect, when held in sitting position | | | | |
| roll on side from supine | | | | |
| lift head and chest and take weight on hands, with elbows straight, when prone | | | | |
| hold head up in line with body, when pulled up to sit | | | | |
| roll from front to back and vice versa | | | | |
| maintain the position by propping on extended arms, when placed in sitting position | | | | |
| bear weight in supported standing position | | | | |
| use extremities to alter direction or pivot, when prone | | | | |
| creep forward on stomach | | | | |
| maintain a sitting position on floor independently, briefly freeing arms | | | | |
| push up onto hands and knees and rock | | | | |
| achieve a prone position, or a position on hands and knees, from sitting position | | | | |

Gross Motor Development (cont'd)

| Gross Motor Development | | NAME _____ | | |
|--|--------------|----------------|----------------|--|
| | | DATE _____ | | |
| The student will: | has mastered | still learning | needs to learn | |
| hold railing and maintain position, when placed in standing position | | | | |
| crawl on hands and knees | | | | |
| pull to standing | | | | |
| fall by collapse | | | | |
| assume sitting position independently from supine | | | | |
| stand alone briefly (five seconds) | | | | |
| lift foot, when standing at railing | | | | |
| scoot around while sitting | | | | |
| walk sideways, holding on, when standing at a rail or by furniture | | | | |
| walk, with one or both hands held | | | | |
| lower to sitting from standing | | | | |
| walk independently for a few steps | | | | |
| assume and maintain kneeling position | | | | |
| crawl up stairs or climb on low furniture | | | | |
| walk well (start, stop, turn) | | | | |
| stand without help and maintain position | | | | |
| squat to pick up object and reerect, sometimes falling | | | | |
| ride a push toy | | | | |
| climb onto chair, turn and sit | | | | |
| run stiffly (hurried walk) | | | | |

Gross Motor Development (cont'd)

| Gross Motor Development | | NAME _____ DATE _____ | | |
|--|--------------|--------------------------|----------------|--|
| The student will: | has mastered | still learning | needs to learn | |
| walk up stairs, one hand held; crawl backwards down stairs | | | | |
| pull toy behind while walking | | | | |
| stand on one foot, with hands held | | | | |
| walk up stairs holding rail; walk down with hand held | | | | |
| roll ball while sitting | | | | |
| kick playground ball, sometimes losing balance (move against ball) | | | | |
| attempt to stand on balance beam, with one hand held | | | | |
| throw ball, arm and body moving as unit without falling | | | | |
| squat to play | | | | |
| attempt jumping up with both feet | | | | |
| hop with one hand held | | | | |
| pedal tricycle — not around corners | | | | |
| bounce playground ball and attempt to catch it | | | | |
| stand sideways on balance beam; walk on beam with one foot on and one foot off | | | | |
| bend at waist to pick up objects | | | | |
| walk backwards three steps; walk on tiptoes three steps | | | | |
| walk up or down stairs alone, holding rail, without alternating feet | | | | |

Gross Motor Development (cont'd)

| Gross Motor Development | | NAME _____ | | |
|--|-----------------|-------------------|-------------------|--|
| | | DATE _____ | | |
| The student will: | has mastered | still learning | needs to learn | |
| jump from bottom step (feet together) | | | | |
| walk with a heel-toe pattern | | | | |
| kick a large ball with control (leg straight and some body movement) | | | | |
| stand on either foot momentarily | | | | |
| climb: jungle gyms and ladders | | | | |
| jump forward two to eight times in a row with both feet; jump down from height of 30 cm | | | | |
| ride tricycle around corners | | | | |
| catch large ball with arms and body; bounce and catch playground ball two or more times with both hands; throw ball with body rotation | | | | |
| hop twice on preferred foot | | | | |
| attempt walking on balance beam with no support and arms out to side | | | | |
| walk on tiptoes for 10 steps; walk backwards easily | | | | |
| walk straight line on balance beam | | | | |
| run around obstacles smoothly; run on tiptoes; gallop | | | | |
| walk up or down stairs, holding rail, with alternating feet | | | | |
| balance on one foot, four to eight seconds | | | | |
| catch large ball with arms bent at elbow | | | | |
| go up or down stairs, no rail, alternating feet | | | | |

Gross Motor Development (cont'd)

| Gross Motor Development | | NAME _____ | | |
|--|-----------------|-------------------|-------------------|--|
| | | DATE _____ | | |
| The student will: | has mastered | still learning | needs to learn | |
| perform a standing broad jump (40 to 50 cm); hop on same foot for four to six times | | | | |
| walk balance beam with hands at sides, using a heel-toe pattern | | | | |
| somersault forward | | | | |
| throw tennis ball stepping forward with leg on same side as throwing arm | | | | |
| skip with alternating pattern; hippity-hop | | | | |
| balance on one foot, eyes closed, seven to eight seconds | | | | |
| run well; turn, stop and start and change speed | | | | |
| hop on same foot eight to 10 times | | | | |
| catch bounced ball with both hands; bounce and catch balls | | | | |
| ride small two-wheeled bike with training wheels | | | | |
| march in time to music | | | | |
| use skates, skis or roller skates in forward direction | | | | |
| walk backwards on beam, toe to heel | | | | |
| catch bean bag with one hand; throw with accuracy | | | | |
| ride bicycle | | | | |
| dribble ball with direction | | | | |

Gross Motor Development (cont'd)

| Gross Motor Development | | NAME _____ | |
|---|--------------|----------------|----------------|
| | | DATE _____ | |
| The student will: | has mastered | still learning | needs to learn |
| kick rolling ball with mature pattern; hit ball with bat or stick | | | |
| hang 10 seconds from horizontal bar, bearing weight on arms | | | |
| run with increasing speed (32 metres in 10 seconds) | | | |
| throw with mature pattern | | | |
| coordinate eye, hand and foot movements into complex motor activities (skip rope independently, run while dribbling ball) | | | |

Fine Motor Control

| Fine Motor Control | | NAME _____ | | |
|--|--------------|----------------|----------------|--|
| | | DATE _____ | | |
| The student will manipulate objects. | | | | |
| The student will: | has mastered | still learning | needs to learn | |
| grasp objects with either hand | | | | |
| shake, bang, pat-a-cake objects | | | | |
| transfer an object from hand to hand | | | | |
| voluntarily drop, throw, push, pull objects | | | | |
| pick up small objects with thumb and fingers (crude pincer*) | | | | |
| use refined pincer grasp to pick up small objects | | | | |
| place small object(s) in cup | | | | |
| place one shape in a formboard | | | | |
| place rings on a stacking post (random order) | | | | |
| stack three blocks (2.5 – 4 cm) | | | | |
| place four graduated nesting cups inside each other | | | | |
| accurately drop pennies through a horizontal slot | | | | |
| string large (2.5 cm) beads onto a lace | | | | |
| roll, squeeze, pound or pinch play dough | | | | |
| turn paper pages in a book, one page at a time | | | | |

* A crude pincer uses pads of the thumb and index or middle fingers to pick up, hold and release items. A refined pincer grasp incorporates the finger tips rather than pads of the fingers.

Fine Motor Control (cont'd)



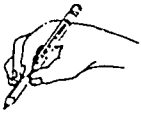
| Fine Motor Control | | NAME _____ | |
|--|--------------|----------------|----------------|
| | | DATE _____ | |
| The student will manipulate objects. | | | |
| The student will: | has mastered | still learning | needs to learn |
| accurately release small objects (pellets) from pincer grasp into a bottle | | | |
| screw and unscrew items | | | |
| turn doorknobs, handles | | | |
| stack 10 small blocks (2.5 cm) | | | |
| unbutton large button on shirt/blouse front | | | |
| put on own shoes | | | |
| randomly place small diameter pegs into pegboard (height of pegs may vary — short pegs more difficult) | | | |
| button and unbutton large and medium-size buttons on own clothing | | | |
| make clay shapes put together with two to three parts | | | |
| put zipper foot in latch | | | |
| buckle and unbuckle own belt | | | |
| spread fingers, touching thumb to each finger | | | |
| use pencil sharpener (hand held or manual type mounted on wall or shelf) | | | |

(Note the hand used/preferred on appropriate items.)

Fine Motor Control (cont'd)

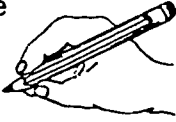
| Fine Motor Control | | NAME _____ DATE _____ | | |
|---|--------------|--------------------------|----------------|--|
| The student will colour. | | | | |
| The student will: | has mastered | still learning | needs to learn | |
| scribble on paper | | | | |
| explore a variety of media (crayons, markers, chalk, paint) | | | | |
| colour over a picture using random strokes, strokes may extend beyond the boundaries of the picture | | | | |
| attend to specific areas and boundaries of a picture when colouring | | | | |
| use different colours when colouring different areas of a picture | | | | |
| generally remain within lines (within 1 cm) in a simple picture) | | | | |
| keep paper still with one hand while controlling marker/crayon with the other hand | | | | |
| generally remain within lines (within 5 mm) in a picture that has smaller areas and more detail | | | | |
| choose "appropriate" or conventional colours for the picture | | | | |
| adjust stroke to fit within areas using single directional strokes | | | | |
| precisely adjust the stroke length and direction for specialized effects such as shading and contour (illusion of three dimensions) | | | | |

Fine Motor Control (cont'd)

| Fine Motor Control | | NAME _____ DATE _____ | | |
|---|--------------|--------------------------|----------------|--|
| The student will develop graphic skills. | | | | |
| The student will: | has mastered | still learning | needs to learn | |
| use crude-fisted grasp with wrist flexed to scribble randomly using large wide-ranging whole-arm movements  | | | | |
| scribble with identifiable repetitive strokes demonstrating a predominant stroke direction | | | | |
| hold pencil in extended fingers with straight wrist, movements controlled from the forearm  | | | | |
| imitate* vertical stroke | | | | |
| imitate horizontal stroke | | | | |
| imitate circular stroke | | | | |
| imitate cross formed of horizontal and vertical lines: + | | | | |
| copy* circle | | | | |
| hold pencil with the ends of the thumb, index and middle fingers, lines made by movements of the wrist and whole hand  | | | | |
| trace* diamond shape rounding the corners | | | | |

* definitions: *imitates* refers to the ability to execute a drawing after it has been demonstrated to the child
copies indicates the ability to reproduce a drawing from an example
traces the drawing is made on top of the provided sample

Fine Motor Control (cont'd)

| Fine Motor Control | | NAME _____ DATE _____ | |
|--|--------------|--------------------------|----------------|
| The student will develop graphic skills. | | | |
| The student will: | has mastered | still learning | needs to learn |
| copy cross: + | | | |
| copy right and left diagonal lines: / and \ | | | |
| copy square | | | |
| hold pencil with mature three-point grasp supported by the tips of the thumb, index and middle fingers; with pencil manipulated by fine localized movements of these fingers  | | | |
| copy oblique cross: X (right and left diagonal lines) | | | |
| copy triangle | | | |
| copy diamond | | | |

Fine Motor Control (cont'd)

| Fine Motor Control | | NAME _____ DATE _____ | | |
|--|------------------|--------------------------|-------------------|--|
| The student will develop manuscript printing. | | | | |
| The student will: | h is mastered | still learning | needs to learn | |
| "draw" first name (often all upper case) without understanding sound-symbol association or knowledge of whole alphabet | | | | |
| execute vertical strokes using top to bottom direction | | | | |
| form circular strokes in counterclockwise direction if right handed, clockwise if left handed | | | | |
| execute diagonals resulting in accurate angles using top to bottom stroke | | | | |
| trace letters made of straight lines: F, H, I, L, T, i, l, t | | | | |
| trace letters formed with curved lines, circles and half circles: C, G, O, c, g, o | | | | |
| trace letters with straight lines and curves: B, D, J, P, R, S, U, b, d, g, h, j, m, n, p, r, s, u | | | | |
| trace letters made of straight lines and diagonals: A, K, M, W, X, Y, Z, k, w, x, y, z | | | | |
| imitate letters made of straight lines | | | | |
| imitate letters formed with curved lines, circles and half circles | | | | |
| imitate letters made of straight lines and diagonals | | | | |
| imitate letters made of straight lines and curves | | | | |
| copy letters from a sample | | | | |

Fine Motor Control (cont'd)

| | | | |
|--|-----------------|-------------------|-------------------|
| Fine Motor Control | | NAME _____ | |
| | | DATE _____ | |
| The student will develop manuscript printing. | | | |
| The student will: | has mastered | still learning | needs to learn |
| form letters legibly from memory | | | |
| demonstrate ability to print uppercase letter with corresponding lowercase partner from memory | | | |
| uniformly space letters within single words and then sentences | | | |
| transcribe (copy) words — letter by letter from sample | | | |
| transcribe simple sentences with attention to details of letter order, spacing between words and placement on the line | | | |
| transcribe several sentences accurately with attention to capitalization and punctuation | | | |

Fine Motor Control (cont'd)

| Fine Motor Control | | NAME _____ DATE _____ | | |
|---|--------------|--------------------------|----------------|--|
| The student will cut with scissors. | | | | |
| The student will: | has mastered | still learning | needs to learn | |
| hold scissors in two hands and open and close them on paper | | | | |
| hold scissors appropriately* and control blade opening and closing | | | | |
| snip narrow strips of stiff paper randomly | | | | |
| cut forward across a 5 cm wide strip of stiff paper using consecutive cuts (jagged edges result) | | | | |
| cut 5 cm forward on a wide (6 mm) line | | | | |
| cut 15 cm forward on a wide (6 mm) line | | | | |
| cut out simple straight-sided geometric shapes: squares, rectangles, triangles and diamonds within a 6 mm tolerance of the line | | | | |
| cut 5 cm forward on a narrow (3 mm) line | | | | |
| cut 15 cm forward on a narrow (3 mm) line | | | | |
| cut out simple straight-sided geometric shapes within 3 mm tolerance of the line and without cutting off corners | | | | |
| cut out gentle arc using short separate snips (wide 6 mm line) | | | | |

* **Mature scissor grasp:** The scissor is held perpendicular to the floor, thumb through top loop, middle/or middle and ring finger through the bottom loop and index finger remains outside of loop resting at base of lower loop to steady the scissor and control lateral orientation.



Fine Motor Control (cont'd)

| | | | |
|---|-----------------|-------------------|-------------------|
| Fine Motor Control | | NAME _____ | |
| | | DATE _____ | |
| The student will cut with scissors. | | | |
| The student will: | has mastered | still learning | needs to learn |
| cut out semicircle adjusting paper position simultaneously during controlled scissor blade closure (narrow 3 mm line) | | | |
| cut out full circle with dynamic interaction between two hands (narrow 3 mm line) | | | |
| cut out irregular shape consisting primarily of sections of straight lines | | | |
| cut out complex figures consisting of combinations of curves, straight lines, angles and sharp changes in direction | | | |

NOTE: Ensure that appropriate handedness and size of scissor is supplied to student.

Section III

Subject Area Learnings

The checklists for mathematics, reading and writing reflect the current Alberta Education programs of study. The programs of study include more extensive information about each of these subject areas and this information should be considered when planning student programming. Although the charts present expectations in isolation, it is important to remember that demonstrations of learning usually include the application of many skills in a particular context.

The skills in each of the areas are organized by grade to indicate the year of schooling in which they are learned by most students. For example, Grade 1 skills are those skills that most students learn in their first year of school. Other students may learn these skills earlier or later.

Cognitive Development

| Cognitive Development | | NAME _____ DATE _____ | | |
|---|--------------|--------------------------|----------------|--|
| The student will: | has mastered | still learning | needs to learn | |
| show an interest in the environment (look at and listen to new stimuli) | | | | |
| follow an object's movement | | | | |
| repeat an action that has an interesting effect | | | | |
| look for something that has been hidden | | | | |
| imitate simple actions | | | | |
| use an object as a tool to obtain desires | | | | |
| point to pictures in a book upon request | | | | |
| imitate sounds or body movements after a short period of time | | | | |
| sort objects into two categories | | | | |
| recognize and name simple shapes | | | | |
| complete a simple pattern | | | | |
| complete a two-piece puzzle — straight cut diagonally | | | | |
| place three pictures in a sequence to tell a story | | | | |
| match simple drawings of shapes/letters/numerals | | | | |
| sing a nursery song | | | | |
| display a visual memory of four items | | | | |
| demonstrate a verbal memory of four items | | | | |
| draw a person with at least seven distinct body parts | | | | |

Cognitive Development (cont'd)

| Cognitive Development | | NAME _____ DATE _____ | |
|--|--------------|--------------------------|----------------|
| The student will: | has mastered | still learning | needs to learn |
| complete 12-piece puzzle | | | |
| categorize according to function | | | |
| put graduated sizes in order | | | |
| recognize and name five capital letters | | | |
| attend to task for 15 minutes | | | |
| identify first, middle, last name | | | |
| rhyme words | | | |
| copy own name in large irregular letters | | | |

Mathematics

| | | | |
|---|-----------------|-------------------|-------------------|
| Mathematics | NAME _____ | | |
| | DATE _____ | | |
| The student will develop Pre-grade 1 skills in mathematics. | | | |
| The student will: | has mastered | still learning | needs to learn |
| begin to demonstrate the traits of a successful problem solver in the environment as well as when using pictures or graphs | | | |
| be able to identify, reproduce, create and extend patterns using two (or more) actions with objects | | | |
| sort objects by attributes | | | |
| match members of two sets of manipulatives, and describe the relationship between the two sets using the terms more than, greater than, fewer than, less than, the same as/equal (no written symbols) | | | |
| rote count to nine | | | |
| recognize numerals to nine | | | |
| match numerals to a set | | | |
| add and subtract through role playing and the use of manipulatives (no use of written symbols) | | | |
| use the following terms for measurement of length: big/small, long/short | | | |
| use the following terms for measurement of capacity: empty/full | | | |
| use the following terms for measurement of weight: heavy/light | | | |
| use the following terms for measurement of temperature: hot/cold | | | |

Mathematics (cont'd)

| | | | |
|---|-----------------|-------------------|-------------------|
| Mathematics | NAME _____ | | |
| | DATE _____ | | |
| The student will develop Pre-grade 1 skills in mathematics. | | | |
| The student will: | has mastered | still learning | needs to learn |
| have an awareness of the terms used for time: now, before, long time/short time, yesterday, today, tomorrow | | | |
| show awareness that purchasing involves an exchange of money or tokens for goods or services | | | |
| use non-standard units to compare two objects | | | |
| recognize spatial relationships; i.e., up/down, on/off, over/under, etc. | | | |
| with guidance, collect, display and interpret data in solving problems from daily life; e.g., shoes with velcro, shoes with laces | | | |

Mathematics (cont'd)

| Mathematics | | NAME _____ | |
|---|--------------|----------------|----------------|
| | | DATE _____ | |
| The student will demonstrate Pre-grade 1 understanding of shapes. | | | |
| The student will: | has mastered | still learning | needs to learn |
| classify three-dimensional objects using the terms: balls, boxes, cans, cones | | | |
| match circle | | | |
| match square | | | |
| match triangle | | | |
| match rectangle | | | |

Mathematics (cont'd)

| Mathematics | | NAME _____ | |
|--|--------------|----------------|----------------|
| | | DATE _____ | |
| The student will develop Grade 1 skills in mathematics. | | | |
| The student will: | has mastered | still learning | needs to learn |
| match numbers of two sets; determine equivalent and non-equivalent sets | | | |
| use fewer than, greater than, more than, less than, equal to, to describe numbers (no symbols) | | | |
| associate a number with equivalent sets | | | |
| order numbers to 10 | | | |
| read and write numerals to 100 | | | |
| identify the number of 10s and the number of 1s in any two-digit number | | | |
| understand processes of addition and subtraction | | | |
| symbolize addition and subtraction situations | | | |
| demonstrate mastery of basic facts involving subtraction and addition through nine | | | |
| tell time to the hour | | | |
| recite and order the days of the week | | | |
| use shorter, longer, thicker, heavier and lighter than when comparing two or more objects | | | |
| estimate and measure using non-standard units of length, capacity, mass | | | |
| identify instruments for measuring length, capacity, mass, time and temperature | | | |
| recognize pennies, nickels, dimes and quarters, and state values of each | | | |

Mathematics (cont'd)

| | | | |
|--|-----------------|-------------------|-------------------|
| Mathematics | | NAME _____ | |
| | | DATE _____ | |
| The student will develop Grade 1 skills in mathematics. | | | |
| The student will: | has mastered | still learning | needs to learn |
| classify three-dimensional objects | | | |
| recognize and name circle, square, triangle, rectangle | | | |
| collect data from the immediate environment to construct graphs, using pictures or objects and discuss the results | | | |

Mathematics (cont'd)

| Mathematics | | NAME _____ | | |
|---|--------------|----------------|----------------|--|
| | | DATE _____ | | |
| The student will develop Grade 2 skills in mathematics. | | | | |
| The student will: | has mastered | still learning | needs to learn | |
| identify the cardinal number associated with a set of objects | | | | |
| order numbers and recognize "betweenness" 0 – 100 | | | | |
| read and write numerals 0 – 999 | | | | |
| name and use ordinals first to tenth | | | | |
| identify the number of 100s, 10s and 1s in a given three-digit numeral | | | | |
| identify multiples by counting by 5s, 10s and 100s | | | | |
| identify and write proper fractions in a concrete and pictorial setting | | | | |
| symbolize addition and subtraction situations | | | | |
| understand the basis of the commutative property for addition | | | | |
| understand the processes of multiplication and addition | | | | |
| demonstrate mastery of basic facts involving sums and minuend to 18 | | | | |
| add and subtract to 99 without regrouping | | | | |
| tell time to hour, half hour and quarter hour | | | | |
| write hour, half hour and quarter hour using standard notation | | | | |
| read dates on the calendar | | | | |

Mathematics (cont'd)

| | | | |
|--|-----------------|-------------------|-------------------|
| Mathematics | NAME _____ | | |
| | DATE _____ | | |
| The student will develop Grade 2 skills in mathematics. | | | |
| The student will: | has mastered | still learning | needs to learn |
| recite months of the year in order | | | |
| read a Celsius thermometer to five degree intervals | | | |
| estimate and use standard units of length, capacity and mass with correct symbols: m, cm, L, kg | | | |
| identify appropriate measuring instruments for a given task | | | |
| count a collection of coins up to 25 cents | | | |
| give equivalent value of coins up to 25 cents | | | |
| make purchases up to 25 cents | | | |
| classify three-dimensional objects in relation to corners, edges and faces | | | |
| classify three-dimensional figures using three-dimensional objects and two-dimensional figures | | | |
| demonstrate symmetry through folding and cutting | | | |
| construct and interpret pictographs and simple bar graphs, using data collected from immediate environment | | | |

Mathematics (cont'd)

| | | | |
|--|--------------|----------------|----------------|
| Mathematics | | NAME _____ | |
| | | DATE _____ | |
| The student will develop Grade 3 skills in mathematics. | | | |
| The student will: | has mastered | still learning | needs to learn |
| order and determine "betweenness" of whole numbers (0 – 1000) and understands symbols $>$, $<$ and $=$, to show relationships | | | |
| read and write numerals (0 – 9999) | | | |
| identify multiples by counting by 2s, 5s, 10s, 25s, 100s, (0 – 1000) | | | |
| identify the number of 1000s, 100s, 10s, and 1s in a number | | | |
| write numbers in expanded notation (0 – 1000) and vice versa | | | |
| identify, write and compare proper fractions from concrete and pictorial representation (halves, thirds, quarters, fifths, tenths) | | | |
| read and write decimals from concrete and pictorial situations (tenths only) | | | |
| identify addition, subtraction, multiplication and division situations | | | |
| add and subtract two- or three-digit numbers without regrouping | | | |
| symbolize multiplication and division situations | | | |
| understand the commutative property of addition and multiplication | | | |
| identify related sentences for addition, subtraction, multiplication and division | | | |
| understand the unique effect of zero and one in addition and multiplication | | | |
| demonstrate mastery of basic facts involving sums and minuends to 18, and products and dividends to 45 | | | |

Mathematics (cont'd)

| Mathematics | | NAME _____ | |
|---|--------------|----------------|----------------|
| | | DATE _____ | |
| The student will develop Grade 3 skills in mathematics. | | | |
| The student will: | has mastered | still learning | needs to learn |
| multiply whole numbers by 10 and 100 | | | |
| tell and write the time to the nearest hour, half hour, quarter hour and five-minute intervals | | | |
| order months of the year | | | |
| read the Celsius thermometer to one degree intervals and use the degree symbol | | | |
| count collections of coins up to \$1 | | | |
| make purchases and change up to \$1 | | | |
| extend estimation and measurement to include the use of standard units kilometre and decimetre with symbols km and dm | | | |
| use standard measuring instruments (metre stick, litre container, mass scales, calendar, Celsius thermometer) | | | |
| classify and identify three-dimensional objects and two-dimensional figures | | | |
| construct simple three-dimensional objects | | | |
| construct simple two-dimensional figures | | | |
| identify symmetric figures and draws lines of symmetry on two-dimensional figures | | | |
| identify the axes | | | |
| collect data and construct pictographs and simple bar graphs | | | |
| interpret pictographs and simple bar graphs | | | |
| locate position of an object on a grid | | | |

Mathematics (cont'd)

| Mathematics | | NAME _____ | |
|--|--------------|----------------|----------------|
| | | DATE _____ | |
| The student will develop Grade 4 skills in mathematics. | | | |
| The student will: | has mastered | still learning | needs to learn |
| round whole numbers to the nearest thousand | | | |
| write whole numbers in expanded notation and vice versa | | | |
| identify and name place value of digits (0.01 – 99 999) | | | |
| identify and write a fraction to represent a point on a number line, a part of a region or a part of a set (emphasis on halves, thirds, quarters, fifths and tenths) | | | |
| identify equivalent fractions | | | |
| read, write and order whole numbers and decimals (0.01 – 99 999) | | | |
| regroup tenths and hundredths | | | |
| add and subtract numbers using standard and expanded notation | | | |
| multiply whole numbers by one- and two-digit whole numbers; estimate products | | | |
| write related sentences for addition, subtraction, multiplication and division | | | |
| demonstrate mastery of basic factors for sums and minuends to 18 and products and dividends through 81 | | | |
| divide one- and two-digit whole numbers by a one-digit divisor (with and without remainders), estimate quotients | | | |
| multiply whole numbers by 10, 100 and 1000 | | | |

Mathematics (cont'd)

| Mathematics | NAME _____ | | |
|---|--------------|----------------|----------------|
| | DATE _____ | | |
| The student will develop Grade 4 skills in mathematics. | | | |
| The student will: | has mastered | still learning | needs to learn |
| add and subtract decimals to hundredths | | | |
| read and write time to minutes | | | |
| read Celsius thermometer and determine reasonableness of reading to given situations | | | |
| extend estimation and measurement to include the use of the standard units of millimetre, millilitre and gram with symbols mm, mL and g | | | |
| use appropriate standard measuring units for length, capacity and mass | | | |
| use money (coins and bills) for purchasing and making change | | | |
| express linear measure to nearest tenth and hundredth of a meter | | | |
| identify properties of three-dimensional objects and two-dimensional figures | | | |
| determine whether or not a two-dimensional figure is symmetric; draw axes of symmetry | | | |
| translate slides and reflect (flip) concrete objects | | | |
| construct pictographs and bar graphs | | | |
| interpret pictographs and bar graphs | | | |
| write coordinates as ordered pairs | | | |
| graph ordered pairs | | | |

Mathematics (cont'd)

| Mathematics | | NAME _____ DATE _____ | |
|---|--------------|--------------------------|----------------|
| The student will develop Grade 5 skills in mathematics. | | | |
| The student will: | has mastered | still learning | needs to learn |
| identify and name place value of digits (0.001 – 999 999) | | | |
| round whole numbers (limit to the nearest 10 000) | | | |
| round numbers to tenths and hundredths | | | |
| express and generate proportional ratios | | | |
| solve for the missing numeral in proportional ratios without using cross products | | | |
| express tenths, hundredths and thousandths as fractions and decimals | | | |
| generate equivalent fractions for halves, quarters, fifths, tenths and hundredths | | | |
| regroup tenths, hundredths and thousandths | | | |
| read, write and order whole numbers and decimals (0.001 – 999 999) | | | |
| add and subtract whole numbers; estimate sums and differences | | | |
| demonstrate mastery of basic facts | | | |
| multiply and divide whole numbers and decimals by 10, 100 and 1000 | | | |
| add, subtract and multiple decimals (sums, differences and products to thousandths) | | | |
| divide decimals by one-digit whole numbers | | | |
| read and write time to seconds | | | |

Mathematics (cont'd)

| Mathematics | | NAME _____ | |
|---|--------------|----------------|----------------|
| | | DATE _____ | |
| The student will develop Grade 5 skills in mathematics. | | | |
| The student will: | has mastered | still learning | needs to learn |
| read a 24-hour clock | | | |
| extend estimations and measurements including tonne and its symbol t | | | |
| read distances according to a scale | | | |
| draw two-dimensional figures to scale using grid paper | | | |
| use appropriate standard measuring units for length, capacity and mass | | | |
| understand the system for metric prefixes of basic units, including the use of symbols kilo (k), hectare (h), dec (d), cent (c), mill (m) | | | |
| express linear measures in expanded form | | | |
| express equivalent linear measures | | | |
| find perimeter of polygons without using formula | | | |
| find area of polygons without using formula | | | |
| find volume of rectangular solids without using formula | | | |
| construct and draw two-dimensional figures | | | |
| distinguish two-dimensional figures, similar, congruent or similar and congruent | | | |
| identify and draw translations (slides), reflection (flips) and rotations (turns), of two-dimensional figures | | | |

Mathematics (cont'd)

| | | | |
|---|-----------------|-------------------|-------------------|
| Mathematics | NAME _____ | | |
| | DATE _____ | | |
| The student will develop Grade 5 skills in mathematics. | | | |
| The student will: | has mastered | still learning | needs to learn |
| test congruency of polygons using translations, reflections and rotations | | | |
| name corresponding sides and vertices of congruent polygons | | | |
| identify and name line segments, lines, rays and angles | | | |
| construct pictographs, bar and line graphs | | | |
| interpret and solve problems using pictographs, bar, line and circle graphs | | | |
| read and write coordinates from a graph | | | |
| graph ordered pairs | | | |
| generate ordered pairs from a given relationship | | | |

Mathematics (cont'd)

| Mathematics | | NAME _____ DATE _____ | |
|--|--------------|--------------------------|----------------|
| The student will develop Grade 6 skills in mathematics. | | | |
| The student will: | has mastered | still learning | needs to learn |
| identify and name place value to billions (0.0001 – 1 000 000 000) | | | |
| write decimal numerals using expanded notation | | | |
| round numbers (0.001 – 999 999 999) | | | |
| identify and use proportional ratios | | | |
| express halves, quarters, fifths, as fractions or decimals | | | |
| express fractions and decimals as a per cent or vice versa | | | |
| identify and order integers | | | |
| read, write and order whole numbers and decimals (0.001 – 1 000 000 000) | | | |
| add and subtract whole numbers and decimals; estimate sums and differences | | | |
| demonstrate mastery of basic facts | | | |
| multiply whole numbers and decimals using one- two- and three-digit multipliers; estimate products | | | |
| divide whole numbers and decimals using one- two- and three-digit whole number divisors | | | |
| divide whole number and decimals using one decimal place divisors | | | |
| check multiplication by division and division by multiplication | | | |

Mathematics (cont'd)

| | | | |
|--|-----------------|-------------------|-------------------|
| Mathematics | NAME _____ | | |
| | DATE _____ | | |
| The student will develop Grade 6 skills in mathematics. | | | |
| The student will: | has mastered | still learning | needs to learn |
| mentally compute simple addition, subtraction, multiplication and division | | | |
| calculate averages and percentages | | | |
| find perimeter of polygons with and without a formula | | | |
| find areas of triangles and rectangles using a formula | | | |
| find volume of rectangular solids using a formula | | | |
| read and determine distances according to a scale | | | |
| draw diagrams according to a scale | | | |
| read the 24-hour clock and write corresponding time notation | | | |
| understand and use the systems for metric prefixes of basic units, including the use of symbols: kilo, hector, dec, cent, mill | | | |
| express equivalent measures within units of length, capacity, mass and time, with symbols | | | |
| measure angles | | | |
| construct and draw prisms, pyramids, cones and cylinders | | | |
| translate, rotate, reflect and enlarge two-dimensional figures | | | |

Mathematics (cont'd)

| | | | |
|--|--------------|----------------|----------------|
| Mathematics | NAME _____ | | |
| | DATE _____ | | |
| The student will develop Grade 6 skills in mathematics. | | | |
| The student will: | has mastered | still learning | needs to learn |
| identify and test congruency, using translations (slides), reflections (flips) and rotations (turns) | | | |
| name corresponding sides, vertices, angles of congruent polygons | | | |
| identify and name intersecting lines, parallel lines, perpendicular lines and angles | | | |
| construct pictographs, bar and line graphs | | | |
| interpret and solve problems, using pictographs, bar, line and circle graphs | | | |
| locate points in all four quadrants | | | |
| generate and graph ordered pairs from a given relationship (no negative numbers) | | | |

Reading

| Reading | | NAME _____ | |
|---|--------------|----------------|----------------|
| | | DATE _____ | |
| The student will demonstrate Pre-grade 1 understanding of reading. | | | |
| The student will: | has mastered | still learning | needs to learn |
| recognize logos and signs | | | |
| have favourite books and stories | | | |
| recognize familiar pictures in stories | | | |
| develop interest in different kinds of stories and books | | | |
| create stories to match illustrations in books and stories | | | |
| describe story action which matches illustrations | | | |
| place book in proper position for reading | | | |
| flip through book | | | |
| turn pages one at a time | | | |
| recognize left to right and top to bottom progression | | | |
| vocalize as stories are read | | | |
| insert words and phrases while stories are read | | | |
| repeat stories from memory | | | |
| ask for favourite stories to be repeated | | | |
| demonstrate learning from books and stories | | | |
| distinguish between print and other marks on the page | | | |

Reading (cont'd)

| | | | |
|---|-----------------|-------------------|-------------------|
| Reading | NAME _____ | | |
| | DATE _____ | | |
| The student will demonstrate Pre-grade 1 understanding of reading. | | | |
| The student will: | has mastered | still learning | needs to learn |
| recognize some letters and begin to demonstrate understanding of sound-letter correspondence | | | |
| use his or her experiences with sounds, letters or words to assist in reading | | | |
| begin to apply semantics or meaning clues as a strategy for predicting and identifying words and phrases | | | |
| begin to apply his or her knowledge and experiences of structure and patterns (syntactic cues) to identify words or phrases | | | |

Reading (cont'd)

| | | | |
|---|--------------|----------------|----------------|
| Reading | NAME _____ | | |
| | DATE _____ | | |
| The student will develop Grade 1 level reading skills. | | | |
| The student will: | has mastered | still learning | needs to learn |
| demonstrate book knowledge (left-to-right, book order) | | | |
| retell the content in random order | | | |
| read printed words and understand their meanings | | | |
| recognize the pattern in a story and may describe and/or explain it | | | |
| respond personally to a book (likes, dislikes, interpretations) | | | |
| share books confidently by reading, retelling or responding | | | |
| locate illustrations in a book to support what it is saying | | | |
| recognize that illustrations tell or enhance the story | | | |
| note titles, authors, illustrators | | | |

Reading (cont'd)

| Reading | | NAME _____ DATE _____ | |
|--|--------------|--------------------------|----------------|
| The student will develop Grade 2 level reading skills. | | | |
| The student will: | has mastered | still learning | needs to learn |
| provide a summary sentence to describe what the selection was about | | | |
| answer direct questions about the selection | | | |
| retell main events from selection in sequence | | | |
| locate or describe specific information in the text or illustrations to support personal thoughts and feelings | | | |
| identify the type of pattern in the book; e.g., the words rhymed, problem and solution | | | |
| search through a book to locate information for sharing | | | |
| select a book and give a simple reason for choice; e.g., read before, nice pictures, fun | | | |
| compare self and personal experiences to characters or events in the selection | | | |
| demonstrate storytelling behaviours; e.g., stance, awareness of audience, use of props | | | |

Reading (cont'd)

| | | | |
|---|-----------------|-------------------|-------------------|
| Reading | NAME _____ | | |
| | DATE _____ | | |
| The student will develop Grade 3 level reading skills. | | | |
| The student will: | has mastered | still learning | needs to learn |
| provide a summary statement about the main idea of a selection | | | |
| provide descriptive details about information read | | | |
| provide descriptive details about the settings of main events | | | |
| provide descriptive details about the characters in a story | | | |
| use words that are associated with particular genres | | | |
| sequence the events in a similar order as in a selection | | | |
| express personal feelings, orally and in writing, about what was read | | | |
| refer to the author | | | |
| read silently for long periods of time | | | |
| self-correct when miscues interfere with meaning | | | |

Reading (cont'd)

| | | | |
|---|-----------------|-------------------|-------------------|
| Reading | NAME _____ | | |
| | DATE _____ | | |
| The student will develop Grade 4 level reading skills. | | | |
| The student will: | has mastered | still learning | needs to learn |
| gather information from visual sources | | | |
| identify the point of view in a story or selection | | | |
| make generalizations about main characters | | | |
| discriminate fact from an author's opinion | | | |
| describe the feelings or emotions of characters | | | |
| determine feelings and attitudes of characters in a selection | | | |
| focus questions on the topic of a selection | | | |
| classify ideas from a selection into categories | | | |
| identify a variety of types and forms of literature and visual arts | | | |

Reading (cont'd)

| | | | |
|---|-----------------|-------------------|-------------------|
| Reading | NAME _____ | | |
| | DATE _____ | | |
| The student will develop Grade 5 level reading skills. | | | |
| The student will: | has mastered | still learning | needs to learn |
| make predictions based on what has been read | | | |
| show understanding of a story by creating alternate story endings or tableaux | | | |
| determine characters' roles | | | |
| determine an author's purpose in a piece of writing | | | |
| identify and analyse point of view expressed by an author | | | |
| use conventions of print to enhance expression when reading aloud or role playing | | | |
| determine whether the story is fiction or non-fiction | | | |

Reading (cont'd)

| | | | |
|--|--------------|----------------|----------------|
| Reading | NAME _____ | | |
| | DATE _____ | | |
| The student will develop Grade 6 level reading skills. | | | |
| The student will: | has mastered | still learning | needs to learn |
| paraphrase the main ideas in a story or selection | | | |
| draw conclusions about characters' behaviours | | | |
| identify and respond to mood and theme in a selection | | | |
| analyse and appreciate point of view expressed by an author | | | |
| understand that each paragraph contains information that is linked to the previous paragraph | | | |
| make connections between two selections, situations or themes | | | |
| identify cause of events and effect on characters | | | |

Writing

| Writing | | NAME _____ DATE _____ | |
|--|--------------|--------------------------|----------------|
| The student will develop Pre-grade 1 level writing skills. | | | |
| The student will: | has mastered | still learning | needs to learn |
| hold pencil in tripod grasp (thumb, fist and second finger) | | | |
| trace own name | | | |
| print own name | | | |
| trace letters which incorporate horizontal and vertical lines (T, H, I, E, F, L, t, l, i) | | | |
| copy letters which incorporate horizontal and vertical lines | | | |
| trace letters which incorporate curved lines and straight strokes (a, b, c, d, o, p, B, C, D, O, P) | | | |
| copy letters which incorporate curved lines and straight strokes | | | |
| trace letters which combine straight lines and curves (G, J, E, U, e, f, g, h, m, n, q, r, s, u) | | | |
| copy letters made of straight lines and diagonals (M, N, Q, R, V, W, X, Y, Z, k, v, w, x, y, z) | | | |
| trace letters which incorporate diagonal lines | | | |
| copy individual letters when named | | | |
| experiment with pictures, diagrams, symbols, letters, words or phrases to represent ideas or experiences | | | |

Writing (cont'd)

| Writing | | | |
|--|--------------|----------------|----------------|
| | | NAME _____ | |
| | | DATE _____ | |
| The student will develop Grade 1 level writing skills. | | | |
| The student will: | has mastered | still learning | needs to learn |
| use a personal point of view to communicate a message (tone, voice) | | | |
| express personal feelings and experiences through words | | | |
| tell information in a straightforward list-like manner | | | |
| recall and retell events | | | |
| formulate and record ideas | | | |
| copy work from a model provided | | | |
| use drawing to complement written work | | | |
| rely on adult scribes | | | |
| connect ideas together by using a sequence such as: beginning and ending, a pattern, a writing form | | | |
| print along a line (left to right) with spacing between words | | | |
| make approximate spellings for some words by using consonant sounds and letter names as clues; e.g., strar for straw; horese for horse | | | |
| use standard spelling for known words | | | |
| use punctuation (periods) | | | |

Writing (cont'd)

| | | | | |
|---|--------------|----------------|----------------|--|
| Writing | | NAME _____ | | |
| | | DATE _____ | | |
| The student will develop Grade 2 level writing skills. | | | | |
| The student will: | has mastered | still learning | needs to learn | |
| draw from personal background knowledge for story events | | | | |
| vary print for emphasis; e.g., using all capital letters | | | | |
| demonstrate awareness of time in a story sequence; e.g., one evening, the next day, in the morning | | | | |
| present a problem and solve with a simplistic solution | | | | |
| provide supportive details about some of the information | | | | |
| use and sustain a pattern from literature or daily life | | | | |
| organize ideas sequentially (beginning, middle, ending) | | | | |
| use opening and closing sentences or signals; e.g., once upon a time, ever since, happily ever after, the end | | | | |
| use connecting words in sentences; e.g., and, and then, but, so | | | | |
| choose words to meet their own purposes | | | | |
| use descriptive words | | | | |
| use standard spelling for commonly used words | | | | |
| spell words according to how they hear the consonant and vowel sounds; e.g., allwas for always, forist for forest | | | | |

Writing (cont'd)

| | | | |
|---|-----------------|-------------------|-------------------|
| Writing | | NAME _____ | |
| | | DATE _____ | |
| The student will develop Grade 2 level writing skills. | | | |
| The student will: | has mastered | still learning | needs to learn |
| use punctuation to indicate the end of a sentence | | | |
| include dialogue, usually unpunctuated | | | |
| use capitalization (in titles, to begin sentences) | | | |
| use form, size and spacing of letters consistently | | | |
| include a title | | | |

Writing (cont'd)

| | | | |
|--|-----------------|-------------------|-------------------|
| Writing | NAME _____ | | |
| | DATE _____ | | |
| The student will develop Grade 3 level writing skills. | | | |
| The student will: | has mastered | still learning | needs to learn |
| communicate a message so that the reader understands the writer's intent | | | |
| foreshadow tone of story in title | | | |
| personalize thoughts and ideas | | | |
| appeal to the reader's interest in selection of content and details | | | |
| support the intent of the writing with descriptive details | | | |
| develop story elements of character, plot, setting | | | |
| order information in a coherent sequence (maintain topic) | | | |
| make a page layout visually appealing | | | |
| provide closure for the message | | | |
| attempt a variety of sentence types and lengths for effect | | | |
| vary sentence beginnings | | | |
| show general control of subject and verb agreement | | | |
| use specific words and phrases to add clarity and interest to the writing (strong nouns and verbs) | | | |
| show general control of spelling, punctuation and capitalization (errors present usually do not affect the clarity of communication) | | | |
| mark dialogue with quotation marks | | | |

Writing (cont'd)

| Writing | | NAME _____ | |
|---|--------------|----------------|----------------|
| | | DATE _____ | |
| The student will develop Grade 4 level writing skills. | | | |
| The student will: | has mastered | still learning | needs to learn |
| use the point of view of another participant as well as personal point of view | | | |
| communicate a clear message to the reader (focus on a topic, theme or concept) | | | |
| develop and connect beginnings and endings | | | |
| use simple, compound and complex sentence structures | | | |
| use correct verb tenses consistently | | | |
| vary sentence beginnings by using phrases | | | |
| organize information using a variety of techniques; e.g., point form, numbered paragraphs, webs | | | |
| choose nouns, verbs, conjunctions and phrases to achieve particular effects | | | |
| use generally correct spelling, capitalization and punctuation | | | |
| plan ideas prior to writing | | | |
| recognize some errors when reading own writing aloud and make necessary changes | | | |

Writing (cont'd)

| Writing | | NAME _____ | |
|---|--------------|----------------|----------------|
| | | DATE _____ | |
| The student will develop Grade 5 level writing skills. | | | |
| The student will: | has mastered | still learning | needs to learn |
| show clear style and voice | | | |
| use adjectives to create mood | | | |
| use dialogue to develop characters and enhance plot | | | |
| organize writing for conventional formats; e.g., letters, reports, books | | | |
| sequence ideas in a smooth flowing fashion | | | |
| control humour | | | |
| combine sentences effectively | | | |
| use precise and descriptive vocabulary appropriate to topic and style | | | |
| use a variety of punctuation appropriately | | | |
| use essentially correct capitalization, punctuation and spelling | | | |
| recognize appropriate syntax, grammar and sentence structure when proofreading own writing and make necessary changes | | | |
| continue a writing project over several days | | | |

Writing (cont'd)

| | | | |
|---|--------------|----------------|----------------|
| Writing | NAME _____ | | |
| | DATE _____ | | |
| The student will develop Grade 6 level writing skills. | | | |
| The student will: | has mastered | still learning | needs to learn |
| develop a clear introduction | | | |
| select details to illustrate an idea | | | |
| use a tone which is appropriate for the form | | | |
| relate what the student knows to new information and ideas | | | |
| link ideas using strategies such as compare and contrast, cause and effect, problem and solution | | | |
| explain a point of view | | | |
| organize writing using paragraphs | | | |
| use variety in sentence type and length | | | |
| control language and format to appeal to reader; e.g., lively, interesting, dynamic | | | |
| use vocabulary appropriate to a specific form and purpose; e.g., entertain (humour), persuade (argue), inform, explain, reflect | | | |
| use dialogue selectively and correctly punctuated | | | |
| use essentially correct capitalization, punctuation, spelling and grammar | | | |
| use strategies for editing independently | | | |

Spelling

The following charts provide information about the grade level at which most students demonstrate particular spelling skills. It is important to remember that, as in all things students are expected to learn, they learn to spell in different ways and at different rates.

Phonic Analysis of Words

| | Consonant Sounds | Vowel Sounds |
|----------------|---|---|
| Grade 1 | <ul style="list-style-type: none"> • Key Consonants: b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z | <ul style="list-style-type: none"> • Short Vowels: a, e, i, o, u (medial position) |
| Grade 2 | <ol style="list-style-type: none"> 1. Regular consonant sounds (initial, medial, final): b, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z 2. Blends: bl, pl, sl, fl, gl, cl, br, tr, gr, dr, fr, cr, spr, str, thr, st, sn, sp, spl 3. Digraphs: sh, ch, ng, nk, wh, th (voiced or unvoiced) 4. Variants: x, c, k, s, ck 5. Silent l | <ol style="list-style-type: none"> 1. Short vowels: a, e, i, o, u (initial or medial position) 2. Long vowels represented by: a. single vowels; b. two vowels together; c. final e 3. Diphthongs: ow, ou, oy, oi 4. Digraphs: ay, oo, ee, ea, ow 5. Vowel sounds controlled by r: er, or, r, ur, ar 6. Final y 7. Unconventional spellings: a. single vowels (from, off, cold); b. silent e (give, done); c. two vowels (been, said); d. other (they, eye) |
| Grade 3 | <ol style="list-style-type: none"> 1. Initial blends: pr, sc, sk, squ, sm, tw, gw 2. Final blends: ft, ld, lk, mp, nd, nt, rd, sk, st 3. Silent: gh, t, w, b, k 4. Digraphs: gh (f-sound; e.g., laugh) 5. Variants: hard, soft c, g | <ol style="list-style-type: none"> 1. Digraphs: ui, ai, ou, oa 2. Variants: ie 3. Unconventional spellings: a. single vowels (kind, full); b. silent e (whose, sure); c. two vowels (bread, friend, great); d. other (aunt, says, could) |

Spelling (cont'd)

| | Consonant Sounds | Vowel Sounds |
|----------------|---|--|
| Grade 4 | <ul style="list-style-type: none">• qu• ph spelling of f• ch spelling of k• g spelling of g or j sound (frog, bridge)• silent w (wrinkle)• silent s (island)• silent t (pitch, often)• gh as f (rough) | <ul style="list-style-type: none">• ai sound (chalk)• e sound (castle)• unconventional spellings (bush, lose, busy)• ei, ie sounds (weigh, field) |
| Grade 5 | | <ul style="list-style-type: none">• ei sound (model)• ai sound (central)• unconventional spellings (does, canoe) |
| Grade 6 | | <ul style="list-style-type: none">• unconventional spellings (route, onion) |

Structural Analysis of Words

| | Pre-fixes | Suffixes | Verb Forms | Plurals & Posses-sives | Contraction/Abbreviations | Compounds |
|----------------|---------------------|--|--|--|--|-------------------------------|
| Grade 1 | | | | | | |
| Grade 2 | | er, est, ing | <ul style="list-style-type: none"> • s or es for third person singular • d or ed ending for past tense | Plurals: add s or es Posses-sives: add s (yours) | | Recognizing compounds (today) |
| Grade 3 | | Adding a suffix: a. when doubling or final consonant is required; e.g., hopped, hopping; b. when silent "e" is dropped; e.g., coming | <ul style="list-style-type: none"> • Change y to i before es and ed • Past, present, future (was, am, will be) | Plurals: change y to i before es; add es to words ending in x, s, ch Posses-sives: add 's | <ul style="list-style-type: none"> • One letter omissions • More than one letter omissions | Examples: airplane, something |
| Grade 4 | un, re, dis, in, de | ly, ful, en, y, number suffixes (fifteen, fifty); other suffixes ness, less, tion | | Plurals: change f to v before es | Abbreviations for days, holidays, months and proper names | |

Structural Analysis of Words (cont'd)

| | Pre-fixes | Suffixes | Verb Forms | Plurals & Posses-sives | Contra-c-tions/Abb-rev-iations | Compounds |
|----------------|---|---|------------|--|--|--|
| Grade 5 | ex, pro, can, cam, pre, im | ment, ty, let (booklet), ite (favorite), ship (friendship), sion (occasion), ian (musician) | | Posses-sives: form singular and plural posses-sives (nouns and pronouns) | Abbreviations of measures, titles and directions (Ave., St.) | Hyphenated compounds |
| Grade 6 | bi, tri, ec | Other suffixes: ar (regular), ive, ure (future), ain (captain), age (voyage), ent (innocent), ant (servant), ate (senate), ence (difference), able, hood, ery (dictionary), ern (southern), ic (historic), ize (civilize), or (conductor), ous (dangerous) | | | | <ul style="list-style-type: none"> • Two word compounds (per cent) • Names of places |

Syllabication Dictionary and Glossary Usage

| | Syllabication | Location of Words | Pronunciation of Words | Definitions and Word Forms |
|----------------|--|--|--|---|
| Grade 1 | | | | |
| Grade 2 | Hearing two-syllable words (yellow, going) | <ul style="list-style-type: none"> • Using picture dictionaries for locating correct spelling of words • Alphabetizing to two letters | | |
| Grade 3 | Syllable division: open and closed patterns, primary accent | Alphabetizing to three letters | Diacritical marks indicating long and short vowels | |
| Grade 4 | <ol style="list-style-type: none"> 1. Three and four syllable words 2. Primary and secondary accents 3. Common syllables e, for, be, en, mis, al, ish | <ul style="list-style-type: none"> • Entry words: <ol style="list-style-type: none"> a. special type; b. divided into syllables; c. root words listed; d. abbreviations; e. separate entry for heteronyms • Guide words • Alphabetizing to four letters | Dictionary pronunciation guide: <ol style="list-style-type: none"> 1. Silent letters omitted 2. Consonant sounds represented by single consonant b, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z 3. Two letter sounds: ch, sh, th, wh, ng, x as ks, qu as kw, nk as ngk, ch as k (choir), zh (measure), hw (what) 4. Vowel sounds: û (foot), ù (moon), e (her, turn, bird), o (haul, saw, all), ô (order), oi (boy, oil), â (arm), ou (cow, mouse), ô (shore) 5. Sch..... (rather, about) 6. Endings: ture as cher (picture), tion as shun (election) 7. Primary and secondary accents | <ul style="list-style-type: none"> • Separately numbered definitions for words with more than one meaning • Illustrative sentences used • Capitalization |

Syllabication Dictionary and Glossary Usage (cont'd)

| | Syllabication | Location of Words | Pronunciation of Words | Definitions and Word Forms |
|----------------|---|---|---|---|
| Grade 5 | digraphs: ck, th, ch, sh (crock/er, oth/er); multi-syllable words | <ul style="list-style-type: none"> Using dictionaries to locate correct spelling of words by making choices on the options: (coming, comeing, cuming, kumming, or koming) Alphabetizing to five letters | Endings: age as ij (cottage) | <ul style="list-style-type: none"> Parts of speech Synonyms Alternate spellings (theatre, theater) Irregular verb forms (trimmed, wrote) Irregular comparative and superlative adjective forms (trimmer, trimmest) |
| Grade 6 | consonant before ie | <ul style="list-style-type: none"> Suffixes listed as entry words (less) Prefixes listed as entry word (un) | Endings: r (offer, grammar, sailor); sure as zher (measure); ent as nt (student); ant as nt (servant); ive as iv (active); ate as it (separate) | |

Extending and Enriching Spelling Skills

| | Extensions | Enrichment |
|----------------|--|--|
| Grade 1 | | |
| Grade 2 | <ul style="list-style-type: none"> • Homonyms (to, two, too) • Antonyms (last, first) | |
| Grade 3 | <ul style="list-style-type: none"> • Homonyms (its, it's; ate, eight) • Antonyms (cry, laugh) • Synonyms • Heteronyms (close - [klos]) (close - [kloz]) | |
| Grade 4 | <ul style="list-style-type: none"> • Homonyms (whole, hole) • Unconventional spellings (minute) • Spelling of days, months, holidays, proper names • Heteronyms (lead - led) (lead - leed) | <ul style="list-style-type: none"> • Derivations • Proof reading |
| Grade 5 | <ul style="list-style-type: none"> • Homonyms (hymn, him; isle, aisle, l'll) • Unconventional spellings (gloves) • Spelling of measures and numbers • Heteronyms (con'-test, con-test') | |
| Grade 6 | <ul style="list-style-type: none"> • Homonyms (principal, principle) • Unconventional spellings (thread) • Heteronyms (sep'a ret', sep'a rit, or sep'rit) | Etymology |

Classroom Behaviours

| Classroom Behaviours | | NAME _____ | | |
|--|-----------------|-------------------|-------------------|--|
| | | DATE _____ | | |
| The student will: | has mastered | still learning | needs to learn | |
| arrive on time | | | | |
| bring necessary materials to class | | | | |
| be ready to begin lessons when introduced by teacher | | | | |
| attend class regularly | | | | |
| wait for own turn | | | | |
| share information and ideas | | | | |
| maintain appropriate appearance | | | | |
| follow classroom rules | | | | |
| demonstrate non-disruptive behaviour during class | | | | |
| cooperate willingly with teacher and/or other staff requests | | | | |
| cooperate willingly with appropriate peer requests | | | | |
| respond to requests without delays | | | | |
| negotiate with teacher and peers | | | | |
| disagree using appropriate language | | | | |
| accept assignments without complaining | | | | |
| keep notebooks organized according to teacher expectations | | | | |
| share materials | | | | |
| follow classroom procedures | | | | |
| demonstrate on-task behaviour | | | | |
| manage class time effectively | | | | |
| complete assignments on time | | | | |
| adhere to behavioural contract | | | | |
| work without extrinsic reinforcement | | | | |
| demonstrate appropriate clean-up responsibilities | | | | |

Classroom Behaviours (cont'd)

| Classroom Behaviours | NAME _____ DATE _____ | | |
|--|--------------------------|----------------|----------------|
| The student will: | has mastered | still learning | needs to learn |
| cooperate within a small working group | | | |
| demonstrate respect for another's opinion | | | |
| demonstrate respect for personal space | | | |
| admit mistakes and correct them | | | |
| accept criticism well | | | |
| check for understanding and paraphrase | | | |
| follow directions and timelines | | | |
| check for agreement | | | |
| encourage others | | | |
| share feelings | | | |
| respond to others' ideas | | | |
| demonstrate responsible action in situations outside the classroom | | | |
| adjust appropriately to new situations | | | |
| set realistic personal goals | | | |
| accept consequences of personal decisions | | | |
| manage time to include work, school and leisure | | | |
| demonstrate self-confidence | | | |
| recognize dangerous social situations | | | |
| recognize the difference between friends, family, strangers | | | |
| form positive relationships with adults | | | |
| form positive relationships with peers | | | |
| select appropriate friends | | | |
| demonstrate honesty with peers/adults | | | |
| express concepts of right vs. wrong | | | |
| respect others; i.e., person, property, etc. | | | |

Section IV Life Skills

Life skills are skills that are essential for personal well-being and that support the knowledge, skills and attitudes all students are expected to learn.

For the purposes of this document, life skills are organized in domains. A review of the literature indicates that there is no single recommended set of domains. Domains are usually broad and permit maximum flexibility in interpretation. The domains selected for use in this document have a high degree of commonality with domains described in the literature about programming for students with special needs. The following domains were selected for use in this document.

Domestic and family life: skills a student needs to learn to participate in domestic activity now and in the future.

Personal and social development: skills a student needs to participate in family and community life.

Leisure/recreation/arts: skills a student needs to learn to enable him or her to constructively occupy free time.

Citizenship and community involvement: skills a student needs to learn to maximize independent functioning in a wide range of environments within the community.

Career development: skills a student needs to learn to participate in the work place.

In the development and revision of curriculum, Alberta Education uses the terms *general learner expectations* and *specific learner expectations*. General learner expectations are concise statements that identify what students are expected to know, be able to do and be like on completion of a course or grade level of a program. Specific learner expectations indicate the context in which general learner expectations apply. They identify specific applications of what students are expected to know, be able to do and be like on completion of a course or grade level of an identified component of a program. The general learner expectations in each domain are similar for all students. The specific learner expectations in each of the domains will vary because of the different needs and abilities of each student.

The charts which follow provide a continuum of specific learner expectations for each of the general learner expectations associated with the domains selected for use in this document. The specific learner expectations are categorized under the headings *Pre-grade 1, elementary, junior high* and *senior high school* to provide a general reference point. However, because students learn at different rates and in different ways,

many will not demonstrate their learning in the same order or within the same category as printed in the charts. As well, many students will demonstrate expectations associated with senior high school without demonstrating expectations associated with earlier levels of schooling.

The charts provide a way of organizing specific learner expectations for individual students. The content of each chart is similar to that included in the literature review and the advice received in the preparation of this document. The skills in each chart are placed at the level at which most students demonstrate mastery. Some students may demonstrate mastery at earlier or later levels and in a different sequence than indicated in the chart.

The section, Checklists for Determining Starting Points of Instruction (page ESS.192), provides the content of each of these charts in a checklist format that can be used in determining starting points of instruction for each student.

Linking Essential and Supportive Life Skills with the Programs of Study

The charts which follow illustrate that learner expectations associated with essential and supportive life skills are similar to those from courses of study included in the programs of study.

| Domain | General Learner Expectations | Courses With Similar General Learner Expectations |
|---------------------------------|--|--|
| Domestic and Family Life | <ul style="list-style-type: none"> • learn about family life • perform cleaning tasks • plan and prepare meals • serve food • care for clothing • understand time • be aware of the community • understand how to manage money | <ul style="list-style-type: none"> • English, language arts, social studies • CTS, health, home economics • CTS, health, home economics • CTS, health, home economics • health, home economics • mathematics, business education, industrial education • language arts, social studies • business education, mathematics, social studies, IOP |
| Personal and Social Development | <ul style="list-style-type: none"> • demonstrate knowledge of self • demonstrate social skills • demonstrate knowledge of interpersonal skills • dress and undress independently • demonstrate fastening and unfastening • use the bathroom independently • bathe independently • demonstrate establishment and maintenance of relationships • groom self independently • eat independently • demonstrate independence in personal safety • demonstrate ability to communicate by telephone • be knowledgeable about the effects of substance abuse • use a computer independently | <ul style="list-style-type: none"> • health, CALM • health, social studies, CALM, IOP • English, health, language arts, social studies, IOP • health • health • health • health • CALM, health, social studies • CALM, health • health, home economics, CTS • CTS, health, science, social studies • business education, CTS, language arts, IOP • health, CALM • mathematics, CTS, language arts, IOP |

Linking Essential and Supportive Life Skills with the Programs of Study (cont'd)

| Domain | General Learner Expectations | Courses With Similar General Learner Expectations |
|---------------------------------------|---|--|
| Leisure/Recreation/Arts | <ul style="list-style-type: none"> • participate in games • demonstrate knowledge of games • use computer games • participate in recreational activities • demonstrate knowledge of games • be physically fit • express themselves through drama • develop an appreciation of music • use the public library • participate in arts and crafts | <ul style="list-style-type: none"> • physical education • physical education • social studies, mathematics, CTS • physical education • physical education • physical education • fine arts, language arts • fine arts • language arts • home economics |
| Citizenship and Community Involvement | <ul style="list-style-type: none"> • know how to conduct social interactions in the community • demonstrate safety in the community • use services available in the community • know how to travel in the community • know how to shop for personal needs • know how to order food in a restaurant • demonstrate environmental awareness | <ul style="list-style-type: none"> • English, language arts, social studies • health, social studies, science, IOP • health, social studies, IOP • health, social studies, IOP • health, social studies, IOP • CTS, home economics, business education, IOP • home economics, health • all courses |
| Career Development | <ul style="list-style-type: none"> • be prepared for the world of work • plan for a career • learn to manage time | <ul style="list-style-type: none"> • CALM, English, health, language arts, social studies, IOP • CALM, health, social studies, IOP • CALM, health, CTS, IOP |

Developing a Curriculum Matrix⁶

A curriculum matrix is used to link the student's IPP objectives and the opportunities for achieving these objectives in general education classes. The matrix is completed by listing the IPP objectives along the left axis and the courses and/or activities along the other axis. The teacher then decides which objectives can be taught logically and appropriately during which courses and/or activities. The matrix may also be used to identify those IPP objectives that are more naturally addressed in other environments.

A blank form and two completed matrices follow.

| NAME | General Education Classes | | | | | | Other Environments | | | |
|----------------|---------------------------|--|--|--|--|--|--------------------|--|--|--|
| IPP Objectives | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

⁶ From "Meeting functional curriculum needs in middle school general education classrooms," by S. Field, B. LeRoy and S. Rivera, 1994, *Teaching Exceptional Children* 46(2), p. 42. Reprinted with permission.

Curriculum Matrix Sample Completed Form

| Sample 1 – RUTH (Elementary) | General Education Classes | | | | | | | | | | Other Environments | | | | | | |
|---|---------------------------|-----|-----|----|------------|-----------------|------|-----|-----|-------|--------------------|--|---|---|--|--|---|
| | MATH | SCI | SOC | LA | PHYS ED | RECESS LUNCH | HLTH | LIB | BUS | STORE | | | | | | | |
| I.P Objectives | | | | | | | | | | | | | | | | | |
| Read, listen and view for 15 minutes | | | X | X | | | | | | | X | | | | | | |
| Gain increased physical control over her body | | | | | X | | | | | X | | | | | | | X |
| Use picture communication | | | | | | | | | X | | | | | X | | | |
| Increase interactions with peers/staff | | | X | X | X | | | | | | | | X | | | | X |

Curriculum Matrix Sample Completed Form (cont'd)

| Sample 2 – SAM (Secondary) | General Education Classes | | | | | | | | Other Environments | | | | | |
|---|---------------------------|-----------|------------|-------------|------------|----------|------|-----|--------------------|-------|---|---|--|---|
| | MATH 14 | SCI 14 | FOOD ST | WORK EXP | PHYS ED | COMPUTER | CALM | LIB | BUS | STORE | | | | |
| IPP Objectives | | | | X | | | | | | | | | | |
| Make single item purchase | | | | X | | | | | | | | | | X |
| Wheel his chair to a variety of locations | | X | X | | X | X | | X | | | | X | | X |
| Use a variety of sources to gain information from his environment | | X | | | | X | | X | | | X | | | |
| Interact with peers using his communication board | X | X | X | | | X | | X | | | | | | |
| Increase independence in daily routines | X | X | X | X | X | X | | X | | | | | | |
| Communicate choices | X | X | X | | | X | | X | | | X | | | X |

Program Analysis Worksheets (PAW)

Program analysis worksheets can assist in planning and managing program modifications. To develop a program analysis worksheet:

- list class learner expectations on the left hand side of the PAW
 - list the type of assessment used for typical students
 - determine if the student can achieve the learner expectation as it is
 - determine if the student can achieve the learner expectation if the teacher adapts presentation/ environment, expectations, materials, assistance or assessment
 - list relevant IPP objectives; e.g., the student raises a hand for attention, on the right-hand side of the sheet
- the student may be working on fewer learner expectations than other students; highlight these
 - a blank form and two completed program analysis worksheets are provided on pages ESS.141–143. One was written for Katie and is based on the Grade 5 social studies program. The other was written for Ivan and is based on the Grade 11 CALM 20 program.

Note: There does not have to be an adaptation under each heading on the worksheet. The fewer adaptations the student needs to achieve the learner expectation, the better.

For more information on modifying programs, see Book 1 *Teaching for Student Differences* in the *Programming for Students with Special Needs* series.

Program Analysis Worksheet (Paw)⁷

Name: _____ Date Initiated: _____

Curricular Area: _____ Review Date: _____

| | | IS IT APPROPRIATE? | | | MODIFICATIONS | |
|---|------------|--------------------|--|--------------|-----------------------------|---------------------------------------|
| Class Learner Expectations highlight appropriate learner expectations | Assessment | As is | With adapted presentation/environment, expectations, materials, assistance, assessment | Person Resp. | Individual Objectives (IPP) | Assessment — Comments (date achieved) |
| | | | | | | |

Program Analysis Worksheet (PAW)⁸ Sample Completed Form

Name: Katie Date Initiated: September 30

Curricular Area: Grade 5 Social Studies – Topic A Review Date: October 30
Canada: Its Geography and People

| Class Learner Expectations highlight appropriate learner expectations | Assessment | As is | IS IT APPROPRIATE? | | | MODIFICATIONS | |
|---|---|-------|---|--------------|--|--|--|
| | | | With adapted presentation/environment, expectations, materials, assistance, assessment | Person Resp. | Individual Objectives (IPP) | Assessment — Comments (date achieved) | |
| The student will understand that Canada has distinct physical regions | draw a map of Canada with provinces/territories and capital cities | Y | will be given an outline map of Canada and be required to draw the provinces/territories and mark the locations of the capitals. Will orally identify each province/territory and capital and the scribe will write the names | teacher | Katie will be able to orally participate in class assignments, assistance with writing will be provided when necessary | Achieved; she had no difficulty with the vocabulary and names; she was able to spell the names correctly | |
| The student will understand that Canada has distinct political divisions | exam – label provinces/territories and capital cities on a map of Canada | Y | will orally identify each province/territory and capital and the scribe will write the names | | | | |
| | written assignment – demonstrating an understanding of different groups having different viewpoints on, for example, the family | N | will present an audiotape or a videotape selection on how she views family and how another group of Canadians may view the family (compare and contrast – two points) | teacher | | | |
| The student will understand that Canadians modify and adapt to natural settings in ways that affect their lifestyle and environment | colour a map of Canada reflecting population density and compare this to climate | Y | none required | | | | |
| | written exam – explain three ways a Canadians living in the north and b Canadians living on the East coast adapt to their environment | N | will take the written exam in an oral format with time extensions as necessary. a scribe will write the answers | teacher | | | |

⁸ From ECSS Educational and Counselling Support Services (1995) Reprinted with permission.

Program Analysis Worksheet (PAW)⁹ Sample Completed Form

Name: Ivan Date Initiated: September 15

Curricular Area: Grade 11 CALM 20 – Theme 3 – Relationships Review Date: October 15

| Class Learner Expectations highlight appropriate learner expectations | Assessment | As is | IS IT APPROPRIATE? | | MODIFICATIONS | | Assessment — Comments (date achieved) |
|---|---|-------|---|----------------------------|---|--|---|
| | | | With adapted presentation/environment, assistance, assessment | Person Resp. | Individual Objectives (IPP) | | |
| <i>Understanding relationships; personal and impersonal</i> | oral report | Y | work with another student; use a reporter interview format; give three facts about family relationships | peer and teacher | | | |
| <i>Recognizing commitments and expectations, levels of commitment, meeting personal needs, life cycle influences</i> | written assignment; discuss three relationships from social, emotional, physical and emotional dimensions | N | will cut out two pictures; one showing how he feels about his mother; the other about his father | teacher | | | |
| <i>Developing, maintaining, enhancing stable and satisfying relationships, relationships change, role of conflict and conflict resolution</i> | demonstration through an interactive/competitive game format | N | will identify orally or with pictures one thing he likes about peers in his circle of friends and one thing he does not like | teacher; circle of friends | Ivan will enhance his peer relationships by participating in lunch with his circle of friends | | Achieved; he likes the company and dislikes being treated like a little kid |
| <i>Dealing with grief and loss; identify the process and skills necessary</i> | a collage depicting feelings related to a loss after one week; one month, six months; one year | Y | will find a picture of a person (or a pet) with whom he was close who either died or moved away; will be able to express appropriate feelings | teacher | | | |
| <i>Choices and challenges, relationships and networks</i> | participate in a team event where an individual cannot succeed alone | Y | will participate to the full degree he is able | teacher and peers | Ivan will participate with his circle of friends in various activities | | Achieved; he participated in an obstacle course set up in the gym |

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General Learner Expectations by Domain

Domestic and Family Life

The student will:

- learn about family life (ESS.145)
- perform cleaning tasks (ESS.146)
- plan and prepare meals (ESS.147)
- serve food (ESS.148)
- care for clothing (ESS.149)
- understand time (ESS.150)
- be aware of the community (ESS.151)
- understand how to manage money (ESS.152).

Personal and Social Development

The student will:

- demonstrate knowledge of self (ESS.153)
- demonstrate social skills (ESS.154)
- demonstrate knowledge of interpersonal skills (ESS.155)
- dress and undress independently (ESS.156)
- demonstrate fastening and unfastening (ESS.157)
- use the bathroom independently (ESS.158)
- bathe independently (ESS.159)
- demonstrate establishment and maintenance of relationships (ESS.160)
- groom self independently (ESS.161)
- eat independently (ESS.162)
- demonstrate independence in personal safety (ESS.163)
- demonstrate ability to communicate by telephone (ESS.164)
- be knowledgeable about the effects of substance abuse (ESS.165)
- use a computer independently (ESS.166).

Leisure/Recreation/Arts

The student will:

- participate in games (ESS.167)
- demonstrate knowledge of games (ESS.168)
- use computer games (ESS.169)
- participate in recreational activity (ESS.170)
- be physically fit (ESS.171)
- express himself or herself through drama (ESS.172)
- develop appreciation of music (ESS.173)
- use the public library (ESS.174)
- participate in arts and crafts (ESS.175).

Citizenship and Community Involvement

The student will:

- know how to conduct social interactions in the community (ESS.176)
- demonstrate safety in the community (ESS.177)
- use services available in the community (ESS.178)
- know how to travel in the community (ESS.179)
- know how to shop for personal needs (ESS.180)
- know how to order food in a restaurant (ESS.181)
- demonstrate environmental awareness (ESS.182).

Career Development

The student will:

- identify and demonstrate selected competencies needed by the world of work (ESS.184)
- identify alternative career paths and plan for a career (ESS.185)
- learn to manage time (ESS.186).

Charts for Determining Starting Points of Instruction

Domestic and Family Life

| Domestic and Family Life | | The student will learn about family life. | |
|---|--|--|---|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> differentiate between immediate family members and others greet family members follow family rules that apply to self. | <p>The student will:</p> <ul style="list-style-type: none"> demonstrate increasing awareness of home environment by identifying areas of the home and personal belongings indicate understanding of concept of family; recognize siblings, parents, and self as a unit identify belongings of other family members identify family members by role assume responsibility for self and belongings. | <p>The student will:</p> <ul style="list-style-type: none"> identify extended family members by name and role participate in family decision making. | <p>The student will:</p> <ul style="list-style-type: none"> identify how family roles and responsibilities change with age identify how own family is unique recognize need for family courtesy and family rules assume responsibility for own behaviour. |

Domestic and Family Life (cont'd)

| Domestic and Family Life | | The student will perform cleaning tasks. | |
|--|---|--|--|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • recognize where toys and belongings are kept • recognize that familiar household items have a regular place • recognize and cooperate with familiar household routines. | <p>The student will:</p> <ul style="list-style-type: none"> • put toys away • recognize household chores that need to be carried out • assist with cleaning for a short period of time • identify cleaning tasks that need to be done • clean his or her own living space • initiate cleaning tasks in the classroom • use basic cleaning equipment with assistance. | <p>The student will:</p> <ul style="list-style-type: none"> • assist with cleaning areas of dwelling • independently undertake classroom cleaning chores • use cleaning equipment and supplies with assistance. | <p>The student will:</p> <ul style="list-style-type: none"> • care for own living and work space independently • select cleaning material and equipment and use independently • initiate household cleaning • clean others' belongings and living space. |

Domestic and Family Life (cont'd)

| Domestic and Family Life | | The student will plan and prepare meals. | |
|---|---|---|---|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • distinguish between edible and non-edible substances • assist in selection of food items while shopping • use fork and spoon appropriately; use knife for some cutting of semi-solids. | <p>The student will:</p> <ul style="list-style-type: none"> • use condiments independently • prepare simple snacks • assist with chores related to food production • assist in setting the table • prepare uncooked breakfast • clean up after snacks • use kitchen utensils with safety • participate in family food shopping • know where food may be purchased • use kitchen appliances with safety. | <p>The student will:</p> <ul style="list-style-type: none"> • purchase food items • prepare school lunch • identify basic food order • independently prepare table for meal • independently clear table after meal • plan meals for one day • prepare a variety of simple meals. | <p>The student will:</p> <ul style="list-style-type: none"> • demonstrate independence in grocery shopping • make a simple shopping list • plan meals for week • interpret recipes • prepare simple recipes. |

Domestic and Family Life (cont'd)

| Domestic and Family Life | | The student will serve food. | |
|---|--|--|--|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • get own food items and utensils for snacks • pour drink from a pitcher with assistance. | <p>The student will:</p> <ul style="list-style-type: none"> • offer food to others • get own lunch box, open containers, serve self • carry tray/plate of food • pour drinks for family members. | <p>The student will:</p> <ul style="list-style-type: none"> • pass food to family members and guests. | <p>The student will:</p> <ul style="list-style-type: none"> • take responsibility for serving food for entire meal. |

Domestic and Family Life (cont'd)

| Domestic and Family Life | | The student will care for clothing. | |
|---|---|--|---|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • recognize storage places for clothing. | <p>The student will:</p> <ul style="list-style-type: none"> • place clothing in proper storage area • place soiled clothing in laundry area • hang clothing in closet • assist with sorting laundry • assist with folding completed laundry. | <p>The student will:</p> <ul style="list-style-type: none"> • launder personal items of clothing • read clothing labels • sort and fold laundry • identify clothing in need of repair • learn simple sewing techniques • sew buttons and hems • select and purchase clothing • iron flat items • pack for a trip. | <p>The student will:</p> <ul style="list-style-type: none"> • launder and iron clothing independently • identify and take appropriate clothing to dry cleaners. |

Domestic and Family Life (cont'd)

| Domestic and Family Life | | The student will understand time. | |
|---|--|---|---|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • understand that different activities occur at different times of the day • follow a picture schedule • understand and use: today, this morning, tonight. | <p>The student will:</p> <ul style="list-style-type: none"> • understand and use: yesterday, tomorrow, last week, next week, last year, next year • respond to time signals at school and meal time, bathing and bedtime) • begin to organize work and play time • tell time on digital clock • use analogue clock/watch with assistance. | <p>The student will:</p> <ul style="list-style-type: none"> • tell time • organize personal time • schedule activities • tell time from analogue clock/watch. | <p>The student will:</p> <ul style="list-style-type: none"> • develop a personal schedule for school activities over longer periods of time. |

Domestic and Family Life (cont'd)

| Domestic and Family Life | | The student will be aware of the community. | |
|--|--|---|---|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • recognize basic personnel associated with community services • visit and use community services with adults. | <p>The student will:</p> <ul style="list-style-type: none"> • identify areas adjacent to home neighbourhood • identify community services • identify personnel associated with community services • identify and locate key locations in school community • follow the rules of the neighbourhood • identify community facilities • distinguish between civic, provincial and federal government. | <p>The student will:</p> <ul style="list-style-type: none"> • identify cultural differences in the community • use community services with independence • use community facilities with independence • describe responsibilities of civic, provincial and federal government. | <p>The student will:</p> <ul style="list-style-type: none"> • understand the importance of community rules • understand rights as an individual • be aware of international government • be aware of the role of international government agencies. |

Domestic and Family Life (cont'd)

| Domestic and Family Life | | The student will understand how to manage money. | |
|---|---|---|---|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • apply the term "money" to all coins and bills • sort and match coins. | <p>The student will:</p> <ul style="list-style-type: none"> • distinguish different coins • label coins • recognize that money is needed for purchases • match coins required to make a purchase • manage allowance • understand equivalent values of coins • recognize coins and bills in combination • write money symbols • identify \$2, \$5, \$10, \$20 dollar bills • identify dollars and cents when written • perform tasks for small monetary rewards • understand people earn money by doing something for someone else • manage bank account with assistance. | <p>The student will:</p> <ul style="list-style-type: none"> • keep money in a safe place • save money • perform small jobs for money • purchase items independently • manage bank account with assistance. | <p>The student will:</p> <ul style="list-style-type: none"> • understand value of money • earn money regularly • compare prices of similar materials • understand borrowing, repayment • budget and plan for expenditures. • manage a bank account. |

Personal and Social Development

| Personal and Social Development | | The student will demonstrate knowledge of self. | |
|--|------------|---|-------------|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • understand his or her own name • know names of family members • know gender • state siblings' names • state town or city • state birthday. | | | |

Personal and Social Development (cont'd)

| Personal and Social Development | | The student will demonstrate social skills. | |
|---|---|--|--|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • maintain eye contact with care giver • refrain from unattractive or rude gestures and noises in public • attempt social contact with age peers • display affection to age peers and adults. | <p>The student will:</p> <ul style="list-style-type: none"> • maintain appropriate distance when speaking to others • refrain from touching genital area of self or others • respond to and initiate social greeting • respect personal space of self and others • say "excuse me" before interrupting • apologize for wrong doing • demonstrate socially acceptable behaviour • laugh at appropriate points in a story or situation • seek privacy for clothing adjustment • look to others for social cues • touch others only when socially acceptable. | <p>The student will:</p> <ul style="list-style-type: none"> • use appropriate titles to address adults • pause and allow others to speak • respect privacy of others. | <p>The student will:</p> <ul style="list-style-type: none"> • initiate and pursue conversation • conclude conversation politely. |

Personal and Social Development (cont'd)

| Personal and Social Development | | The student will demonstrate knowledge of interpersonal skills. | |
|--|---|---|---|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • approach peers without fear • demonstrate affection for age peers. | <p>The student will:</p> <ul style="list-style-type: none"> • become aware of inappropriate touching • accept choices made by others • respond to verbal and non-verbal communication • resolve minor conflicts • categorize familiar and unfamiliar people • verbalize desire to be friends • initiate friendly activity • address other students and adults properly • identify person to whom need can be expressed • recognize roles of familiar people • distinguish between needs and wants. | <p>The student will:</p> <ul style="list-style-type: none"> • communicate in a number of ways • get attention of listener(s) before speaking • seek assistance when needed • intervene in unsafe or conflict situation • modify behaviour as required • recognize mood changes in others. | <p>The student will:</p> <ul style="list-style-type: none"> • ask questions to get information • communicate feelings in a variety of ways • make choices between activities • respond appropriately to familiar and unfamiliar people with respect to age and role • contribute to classroom decision making • resolve conflict with peers without assistance. |

Personal and Social Development (cont'd)

| Personal and Social Development | | The student will dress and undress independently. | |
|---|---|--|---|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • cooperate while being dressed/undressed • assist with dressing/undressing • put on/remove sleeved garment with assistance • put on/remove legged garment with assistance • put on/remove socks • remove shoes independently • put shoes on correct foot • put on/remove sweaters, T-shirts • manage zippers, snap and velcro fasteners • dress/undress independently. | <p>The student will:</p> <ul style="list-style-type: none"> • dress appropriately for activity • select appropriate clothing for weather • tie bow knot • manage back fastener. | <p>The student will:</p> <ul style="list-style-type: none"> • differentiate soiled clothing from clean, pressed from wrinkled • change clothing when soiled. | <p>The student will:</p> <ul style="list-style-type: none"> • select clothing appropriate to occasion • be aware of proper clothing fit • clean shoes • be aware of basic colour and fashion coordination • select some of own wardrobe. |

Personal and Social Development (cont'd)

| Personal and Social Development | | The student will demonstrate fastening and unfastening. | |
|--|---|---|-------------|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • unbutton single large buttons • zip/unzip zipper without separating or inserting shank • snap or hook clothing in front • unzip front zipper on jacket, separating shank • button series of medium buttons on front of clothing • unbuckle shoe or belt • buckle up shoe strap or belt • zip up jacket zipper inserting shank. | <p>The student will</p> <ul style="list-style-type: none"> • thread lace through shoe eyelet • untie knot on apron or shoe lace • tie an overhand knot (first knot of shoe tying) • tie bow knot of shoe lace • tie hood strings on coat • button back buttons/snap back snaps. | <p>The student will:</p> <ul style="list-style-type: none"> • hook/unhook bra fastener • tie bow knot on apron behind back. | |

Personal and Social Development (cont'd)

| Personal and Social Development | | The student will use bathroom independently. | |
|--|---|---|-------------|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • indicate he or she is soiled • communicate need to use toilet • use potty independently • control bowel • communicate need to urinate; need for bowel movement • use toilet independently • urinate independently • stay dry through the night • complete bowel movement independently • care for all toileting needs independently. | <p>The student will:</p> <ul style="list-style-type: none"> • use facilities in appropriate manner • wipe self independently after bowel movement • flush toilet consistently following use • recognize and use appropriate restroom. | <p>The student will:</p> <ul style="list-style-type: none"> • be socially acceptable in washroom use and transfer learning to new situations • be aware of health and personal hygiene safety issues in relation to use of public facilities. | |

Personal and Social Development (cont'd)

| Personal and Social Development | | The student will bathe independently. | |
|---|--|---------------------------------------|-------------|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • cooperate with care giver when washing and drying hands • wash and dry hands with limited assistance • wash and dry hands independently • wash and dry face with assistance • turn water taps on and off independently • adjust tap to achieve desired water temperature and pressure • wash and dry face independently • bathe with assistance, demonstrating awareness of safety issues of water temperature and depth. | <p>The student will:</p> <ul style="list-style-type: none"> • bathe without assistance • draw water independently • shampoo hair. | | |

Personal and Social Development (cont'd)

| Personal and Social Development | | The student will demonstrate establishment and maintenance of relationships. | |
|--|--|---|--|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • interact positively with peers. | <p>The student will:</p> <ul style="list-style-type: none"> • begin to develop behaviour associated with friendship • want to be friends with many peers • begin to recognize behaviours characteristic of friendship • begin to recognize behaviours not characteristic of friendship • establish friendships with family, classmates and school staff • learn about human sexuality. | <p>The student will:</p> <ul style="list-style-type: none"> • verbalize liking of peers • understand dating behaviour • recognize the responsibility of friendship • develop longer lasting relationships with members of both sexes • understand human sexuality. | <p>The student will:</p> <ul style="list-style-type: none"> • develop long-term friendships at school and in the neighbourhood • understand dating behaviour • demonstrate appropriate sexual behaviour • use correct language when describing sexual behaviour. |

Personal and Social Development (cont'd)

| Personal and Social Development | | The student will groom self independently. | |
|--|--|---|---|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • blow nose upon request • wipe nose when asked • brush teeth with assistance • comb hair • brush teeth independently • brush hair with assistance • wipe nose voluntarily • brush hair independently • practice hygiene associated with coughing and sneezing. | <p>The student will:</p> <ul style="list-style-type: none"> • clean nails • use deodorant. | <p>The student will:</p> <ul style="list-style-type: none"> • clean glasses • manage hygiene associated with menstruation • purchase personal care items • use cosmetics and grooming aids. | <p>The student will:</p> <ul style="list-style-type: none"> • maintain cleanliness of comb and brush • manage hair care; washing and styling • care for personal needs • shave. |

Personal and Social Development (cont'd)

| Personal and Social Development | | The student will eat independently. | |
|--|---|---|---|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • drink from cup with assistance • drink from cup independently • use spoon to feed self • suck from straw • manage cups or glasses with one hand independently • chew food properly • use fork and spoon appropriately; use knife for some cutting of semi-solids. | <p>The student will:</p> <ul style="list-style-type: none"> • communicate need to eat • broaden variety of preferred foods. | <p>The student will:</p> <ul style="list-style-type: none"> • associate food items with an order for eating • associate foods and sources • control food consumption • identify foods by label. | <p>The student will:</p> <ul style="list-style-type: none"> • select appropriate food for meal • classify all foods • choose a balanced diet • recognize reasons for controlling consumption. |

Personal and Social Development (cont'd)

| Personal and Social Development | | The student will demonstrate independence in personal safety. | |
|--|---|--|--|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • demonstrate safe use of play equipment • put playthings away • cooperate during activities promoting increased safety; e.g., accept use of seat belts, hold hands while crossing street • respond to commands such as "stop, no, don't touch, danger." | <p>The student will:</p> <ul style="list-style-type: none"> • use small objects with care and safety • demonstrate knowledge of safety rules • respond to supervision in play areas • warn others of danger • practise bicycle safety • know the dangers of not following safety rules • demonstrate safe use of recreational equipment • practice fire safety; follow routines of fire drills • use community recreational facilities safely • recognize where to seek help when hurt. | <p>The student will:</p> <ul style="list-style-type: none"> • organize work and play space to maximize safety • demonstrate safe use of equipment for work and play • determine unsafe features of work and play equipment. | <p>The student will:</p> <ul style="list-style-type: none"> • follow directions given in emergencies independently use equipment • demonstrate knowledge of first aid procedures • know how to access emergency services. |

Personal and Social Development (cont'd)

| Personal and Social Development | | The student will demonstrate ability to communicate by telephone. | |
|---|--|---|--|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • play with the phone • imitate phone conversation. | <p>The student will:</p> <ul style="list-style-type: none"> • answer the phone with a clear "hello" • use touch tone and dial phones • respond appropriately if call is for someone else • notify person wanted • carry on meaningful conversation if call is personal • use different responses for different types of calls • make local calls • use pay phone • write messages to be conveyed if call is for others • know how to use an answering machine. | <p>The student will:</p> <ul style="list-style-type: none"> • take and convey messages verbally • use yellow pages • use talking yellow pages • make long distance calls. | <p>The student will:</p> <ul style="list-style-type: none"> • ask for wanted party properly • end calls politely • hang up if caller refuses to identify self or uses obscene language • use directory assistance • locate number in phone book • access fax machine technology. |

Personal and Social Development (cont'd)

| Personal and Social Development | | The student will be knowledgeable about the effects of substance abuse. | |
|--|--|---|---|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • understand that some substances can be harmful • identify the symbols for hazardous household products • learn the definition of a drug and understand that many commonly used substances can be considered drugs • understand that drugs can be helpful and harmful • distinguish between prescription and non-prescription drugs • demonstrate knowledge about the effects of caffeine, tobacco and alcohol • differentiate between use and abuse of drugs. | <p>The student will:</p> <ul style="list-style-type: none"> • understand that some substances can be harmful • identify the symbols for hazardous household products • learn the definition of a drug and understand that many commonly used substances can be considered drugs • understand that drugs can be helpful and harmful • distinguish between prescription and non-prescription drugs • demonstrate knowledge about the effects of caffeine, tobacco and alcohol • differentiate between use and abuse of drugs. | <p>The student will:</p> <ul style="list-style-type: none"> • identify types of drugs related to drug use and abuse • understand the effects of use and abuse of tobacco, alcohol and other drugs • know about the consequences of tobacco, alcohol and other drug abuse • understand the factors that may influence drug use/abuse | <p>The student will:</p> <ul style="list-style-type: none"> • be able to assess the risks to one's health and/or well-being related to the use/abuse of alcohol and other drugs • understand key issues related to impairment and driving • be aware of services available for the treatment of substance abuse. |

Personal and Social Development (cont'd)

| Personal and Social Development | | The student will use a computer independently. | |
|---|---|---|-------------|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • turn the computer on and off • handle disks or other storage media that the computer uses • use a printer; turn it on and off and load it with paper • locate keys on keyboard using space bar, return, shift keys, cursor movement keys and escape key • recognize that the keyboard has a left and right hand side and that specific fingers are to be used for specific keys • perform simple trouble-shooting routines. | <p>The student will:</p> <ul style="list-style-type: none"> • turn the computer on and off • handle disks or other storage media that the computer uses • use a printer; turn it on and off and load it with paper • locate keys on keyboard using space bar, return, shift keys, cursor movement keys and escape key • recognize that the keyboard has a left and right hand side and that specific fingers are to be used for specific keys • perform simple trouble-shooting routines. | <p>The student will:</p> <ul style="list-style-type: none"> • keyboard, using proper techniques • use other hardware peripherals such as a mouse, modem, laboratory probes, MIDI keyboards, CD-ROM. | |

Leisure/Recreation/Arts

| Leisure/Recreation/Arts | | The student will participate in games. | |
|-------------------------|---|--|--|
| | Elementary | Junior High | Senior High |
| Pre-grade 1 | <p>The student will:</p> <ul style="list-style-type: none"> • attend to task • respond to direction from instructor • use courtesies associated with games • verbalize rules of games • participate in games with low level of organization (indoor/outdoor with decreasing amount of adult direction) • increase repertoire of games • initiate game activity • participate in intramural activity • participate in organized races • play simple games with others. | <p>The student will:</p> <ul style="list-style-type: none"> • participate in community led game activity • generalize skills to other games • show others how to play game. | <p>The student will:</p> <ul style="list-style-type: none"> • practise skills required for game • demonstrate sportsmanship in game activity • understand game safety • generalize game safety to other games. |
| | <p>The student will:</p> <ul style="list-style-type: none"> • participate in games led by others • understand taking turns • understand sharing equipment • imitate play activity of others • engage in symbolic play. | | |

Leisure/Recreation/Arts (cont'd)

| Leisure/Recreation/Arts | | The student will demonstrate knowledge of games. | |
|---|--|--|---|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • assemble interlocking puzzles • put away games when finished • play card games requiring matching and sorting (simple classification). | <p>The student will:</p> <ul style="list-style-type: none"> • share items • play simple board games • play with electronic games • take turns in games • behave appropriately while waiting for turn • complete simple puzzles • play simple card games • understand purpose of rules for games. | <p>The student will:</p> <ul style="list-style-type: none"> • play board games requiring participant to take turns and follow complex rules • play card games with more complex playing procedures and more complex rules • play educational games • cooperate as a team player. | <p>The student will:</p> <ul style="list-style-type: none"> • play card games requiring memory skills and strategic play • understand leader/follower positions in games • play board games requiring playing strategies • complete word puzzles. |

Leisure/Recreation/Arts (cont'd)

| Leisure/Recreation/Arts | | The student will use computer games. | |
|---|---|---|-------------|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • know how to activate and deactivate game • play computer games with large display and manipulated by large muscle movement. | <p>The student will:</p> <ul style="list-style-type: none"> • use hand held electronic games • have favourite games • play games with lower levels of complexity • share games • know the vocabulary associated with computer games. | <p>The student will:</p> <ul style="list-style-type: none"> • attempt variety of games • attempt more complex games • engage in competition with others playing same game. | |

Leisure/Recreation/Arts (cont'd)

| Leisure/Recreation/Arts | | The student will participate in recreational activity. | |
|--|---|---|--|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • play with toys • imitate play activity of others • attend to single activity for short periods of time • listen to radio and tapes • watch television • attend movies with others. | <p>The student will:</p> <ul style="list-style-type: none"> • attend to play activity for longer periods of time • participate in community recreational activity with assistance • indicate preferences for recreational activity • have preferences for specific media forms; e.g., television, comics, radio, pictures • make choices among available movies, videos • participate in community team sports activity (hockey, ball, soccer) • participate in track meet activities • participate in individual sports (golf, bowling, biking, roller blading) • demonstrate appropriate spectator skills • develop preferences for media themes (adventure, romance, western, science fiction) • go to movies with peers. | <p>The student will:</p> <ul style="list-style-type: none"> • specify preference about recreational activity • broaden the range of recreational activity in which he or she participates • develop preferences for particular actors. | <p>The student will:</p> <ul style="list-style-type: none"> • initiate participation in recreational activity • increase independence in participation • broaden recreational activity • develop preferences for a wider range of visual arts. |

Leisure/Recreation/Arts (cont'd)

| Leisure/Recreation/Arts | | The student will be physically fit. | |
|--|---|---|--|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • require less support in movement activities • climb play apparatus • ride a tricycle. | <p>The student will:</p> <ul style="list-style-type: none"> • participate in group physical activity • participate in individual physical activity • play ball games requiring large muscle activity • become involved in intramural activity • complete simple gymnastic movements. | <p>The student will:</p> <ul style="list-style-type: none"> • participate in games requiring small muscle control (ball throwing and catching, marbles) • understand importance of fitness; become interested in fitness activity • help develop group fitness plan. | <p>The student will:</p> <ul style="list-style-type: none"> • broaden range of activities; summer sports, winter sports and individual pursuits • demonstrate awareness of impact of diet on physical fitness • develop individual fitness plan • maintain physical fitness routine. |

Leisure/Recreation/Arts (cont'd)

| Leisure/Arts/Recreation | | The student will express himself or herself through drama. | |
|---|--|---|--|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • imitate simple actions • imitate simple sounds • participate in dress-up activities • participate in symbolic play. | <p>The student will:</p> <ul style="list-style-type: none"> • imitate the actions of familiar animals • imitate the actions of familiar people • demonstrate feelings • role play familiar routines • participate in group activities • demonstrate actions associated with an activity • repeat parts of stories and verses. | <p>The student will:</p> <ul style="list-style-type: none"> • portray characters from a story or play • demonstrate a particular role from a story or play • demonstrate emotions of characters • participate in impromptu drama. | <p>The student will:</p> <ul style="list-style-type: none"> • take part in dramatic productions • demonstrate feelings and emotions. |

Leisure/Recreation/Arts (cont'd)

| Leisure/Recreation/Arts | | The student will develop appreciation of music. | |
|---|---|---|--|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • respond to music by facial expression, clapping, playing simple instruments. | <p>The student will:</p> <ul style="list-style-type: none"> • listen to music for enjoyment • participate in musical games • imitate rhythmic movements • operate cassette recorders • play more complex musical instruments • participate in action songs. | <p>The student will:</p> <ul style="list-style-type: none"> • dance • move to music • understand more complex rhythm patterns • request partner to dance. | <p>The student will:</p> <ul style="list-style-type: none"> • perform contemporary dance forms • listen to music as a source of enjoyment. |

Leisure/Recreation/Arts (cont'd)

| Leisure/Recreation/Arts | | The student will use the public library. | |
|---|---|---|--|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • accompany others to library • select books with assistance • attend story time for short period • choose stories. | <p>The student will:</p> <ul style="list-style-type: none"> • listen attentively to story • select familiar books for reading • develop favourite categories of books • select books from a range of topics • select chapter books • know who the library staff are • select tapes, CDs and videos in library. | <p>The student will:</p> <ul style="list-style-type: none"> • use public library independently • begin to select books about areas of personal interest • select library material other than books; e.g., magazine or newspaper articles • understand responsibility for library materials • understand fines for overdue/lost material. | <p>The student will:</p> <ul style="list-style-type: none"> • know about other libraries. |

Leisure/Recreation/Arts (cont'd)

| Leisure/Recreation/Arts | | The student will participate in arts and crafts. | |
|--|--|--|--|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • explore a variety of media such as paints, markers, chalk or fingerpaint • explore gluing with a variety of collage materials • draw simple pictures with representation; e.g., face, house, car, tree • imitate simple crafts using cutting and gluing. | <p>The student will:</p> <ul style="list-style-type: none"> • use craft materials creatively or to copy a model • choose from several projects to make a craft • follow several simple illustrated steps to complete a craft • complete a project over time. | <p>The student will:</p> <ul style="list-style-type: none"> • develop interest in one or more arts or crafts activities which can be done independently as an enjoyable leisure activity. | <p>The student will:</p> <ul style="list-style-type: none"> • participate in arts and crafts activities sponsored by community organizations. |

Citizenship and Community Involvement

| Citizenship and Community | | The student will know how to conduct social interactions in the community. | |
|---|---|---|---|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • express needs • begin to recognize roles of others in community • ask others for help when needed. | <p>The student will:</p> <ul style="list-style-type: none"> • communicate needs more clearly • communicate needs to appropriate person • recognize role of service providers • use appropriate language to ask for services (from clerks, food servers) • discriminate between service providers and others • discriminate between friends and others • begin to settle disputes in acceptable ways. | <p>The student will:</p> <ul style="list-style-type: none"> • settle disputes and disagreements in an acceptable manner • offer to help others. | <p>The student will:</p> <ul style="list-style-type: none"> • conduct social interactions in community with confidence • recognize cultural differences in community. |

Citizenship and Community Involvement (cont'd)

| Citizenship and Community | | The student will demonstrate safety in the community. | |
|--|---|--|--|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • obey "WALK, WAIT, DON'T WALK" signals • obey "STOP" signal • know meaning of "block parent" • recognize warning sign at railway crossing • respond to supervision • identify safe places to play • seek help when needed • obey buckle up sign or command. | <p>The student will:</p> <ul style="list-style-type: none"> • demonstrate safe use of play equipment, objects and materials • recognize and understand warning and safety signs; e.g., poison, explosives, flammable, fire exit, keep out, exit only • recognize and respond appropriately to warning sirens; e.g., fire alarm, sirens, smoke alarms • recognize emergency exits • expand knowledge of safety associated with facilities (swimming pool, skating rink) • know how to use 911 • care for minor injuries • manage personal medication • know how to set off fire alarm • demonstrate safe riding practices • know sources of help in emergency situations (block parent, police, bus driver, neighbours) • develop a home plan for fire safety. | <p>The student will:</p> <ul style="list-style-type: none"> • recognize consequences of not obeying safety rules • recognize dangers to personal safety • know first aid procedures • understand antidotes for hazardous products. | <p>The student will:</p> <ul style="list-style-type: none"> • alert others of danger • recognize importance of keeping equipment in good operating order • know how to travel safely on public transportation • teach first aid procedures to others • understand first aid associated with hazardous products • recognize dangerous goods routes. |

Citizenship and Community Involvement (cont'd)

| Citizenship and Community | | The student will use services available in the community. | |
|---|---|--|--|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • accompany responsible adults to service outlets in the community • visit health clinic with responsible adult • attend story time at public library. | <p>The student will:</p> <ul style="list-style-type: none"> • accompany others on public transportation • deposit letter to be mailed in mail box • purchase stamps at post office outlet • mail letter at post office • meet with school nurse and other medical professionals at school • associate services available with location • wait in line for service • sign out selections at public library • associate staff role with community service • ask for help from community service personnel • use designated change rooms in public athletic facilities • follow current events in community paper. | <p>The student will:</p> <ul style="list-style-type: none"> • use public library independently • use change rooms independently • distinguish between recreational activity and services related to personal health and welfare • locate and use banking services • mail parcels at post office outlet • know from whom to seek information about the community. | <p>The student will:</p> <ul style="list-style-type: none"> • use community services independently • evaluate services provided • use delivery service of post office • consult doctor when necessary • establish medical check-up routine. |

Citizenship and Community Involvement (cont'd)

| Citizenship and Community | | The student will know how to travel in the community. | |
|---|---|--|---|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • differentiate between vehicles • move about house, yard and school yard • practice safety rules • demonstrate understanding of directional terms — right, left, forward, back • know name, address, phone number, how to use emergency services. | <p>The student will:</p> <ul style="list-style-type: none"> • respond to travel commands; e.g., no standing • recognize familiar destinations • know safety rules associated with travel • travel throughout the community with increasing independence • relate mode of transportation to planned journey • recognize payment required for some forms of transportation • operate traffic safety equipment • identify own school bus • cross street independently • know when to refuse rides • understand safety habits associated with riding a bike • follow travel schedule; be at pick-up points on time. | <p>The student will:</p> <ul style="list-style-type: none"> • respond correctly to traffic signals • know how to seek assistance while travelling • know route between home, school, familiar places. | <p>The student will:</p> <ul style="list-style-type: none"> • travel independently throughout the community • participate in driver training program • use public transportation system • understand the safety habits associated with driving a vehicle. |

Citizenship and Community Involvement (cont'd)

| Citizenship and Community | | The student will know how to shop for personal needs. | |
|--|---|---|--|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • behave in an appropriate manner when in stores. | <p>The student will:</p> <ul style="list-style-type: none"> • be aware of necessity for payment • use facilities in proper manner • know where needed items can be purchased within the community; within a large store • recognize directional labels in stores • take cue from others (lining up, standing quietly) • select item and enact payment (item and amount are prearranged) • request specific items in store • locate specific aisles in stores. | <p>The student will:</p> <ul style="list-style-type: none"> • complete a transaction independently • request assistance from clerk, if necessary. | <p>The student will:</p> <ul style="list-style-type: none"> • list possible purchases and prioritize items. |

Citizenship and Community Involvement (cont'd)

| Citizenship and Community | | The student will know how to order food in a restaurant. | |
|---|--|---|---|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • indicate food choices • stand in line with others • deposit used food containers in supplied garbage bins. | <p>The student will:</p> <ul style="list-style-type: none"> • know different types of restaurants • verbalize food choices • select and order food choices independently • understand payment required • select and obtain food items from vending machine • make alternate choices if preference not available • wait in line and follow line independently. | <p>The student will:</p> <ul style="list-style-type: none"> • accompany peers to fast food outlet • select, order, pay for fast food. | <p>The student will:</p> <ul style="list-style-type: none"> • select broader range of food outlets to visit • evaluate outlets • have food preferences • order a complete meal in restaurant. |

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Citizenship and Community Involvement (cont'd)

| Citizenship and Community | | The student will demonstrate environmental awareness. | |
|--|--|---|--|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • recognize plants and animals in the community • dispose of litter in proper container. | <p>The student will:</p> <ul style="list-style-type: none"> • develop understanding of weather and climate • develop understanding of effect of weather and climate on safety and planned activities • recognize natural land forms • identify and dispose of litter • participate in school recycling projects • specify use for leftovers • recognize a variety of litter containers • identify excessive use of energy (lights left on, equipment left running) • understand overuse threatens plants, animals and energy sources. | <p>The student will:</p> <ul style="list-style-type: none"> • understand people have control over the use of energy sources. | <p>The student will:</p> <ul style="list-style-type: none"> • generalize understanding of conservation in personal life. • practise conservation in personal life. |

Career Development¹⁰

The goals of career development for all students, including those with special needs, are:

- self-exploration and assessment
- development of skills related to personal living and employability
- career awareness
- career exploration
- career preparation.

Career development is a process that is the same for all students. Like all students, students with special needs need to learn skills which will enable them to be successful and independent in their adult life. The process for career development includes:

- occupation preparation and search
- occupation acquisition
- occupation maintenance.

School-community partnerships can help the school by providing practical experiences related to a range of life skills and a wide variety of career opportunities. The following charts and information are provided to help ensure that students with special needs realize success in learning related to career development.

Planning programming to help students achieve these objectives should be integrated into instructional activities in a developmental way so that these students can gain career concepts and learn to demonstrate the necessary behaviour. The graphic on

page ESS.187 illustrates a continuum of career development. As in all developmental approaches, the concepts and attitudes learned during initial stages of development are integrated with the concepts and attitudes learned later.

A comprehensive career development program should include:

- instruction in functional academics
- a general introduction to the world of work
- instruction in the use of leisure time
- knowledge of parenting as an important career
- training in maintaining and locating a occupation
- assessment of vocational preferences and aptitudes
- counselling for parents about career choices for their child
- a range of options for providing off-campus experiences in the school and community
- social skills training
- counselling about career choices
- the development of skills for decision making
- provision of services to help the student adjust to the world of work.

¹⁰ From *Best practices in mild mental retardation*, by J. R. Patton, E. A. Polloway, G. A. Robinson and L. R. Sargent. 1989, Reston, VA. Council for Exceptional Children. Adapted and reprinted with permission.

Career Development

| Career Development | | The student will identify and demonstrate selected competencies needed by the world of work. | |
|---|--|--|--|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • complete simple tasks. | <p>The student will:</p> <ul style="list-style-type: none"> • carry out assigned classroom or in-school tasks • complete task within a given time frame • adapt to requirements of new tasks • demonstrate a positive attitude about tasks • be consistent in the performance of routine tasks • accept direction • develop the habit of punctuality. | <p>The student will:</p> <ul style="list-style-type: none"> • carry out assigned in-school tasks • recognize the relationship between work and earnings • approach new tasks willingly • consider tools and equipment needed for tasks • self-evaluate selected task performances • maintain specified levels of quality in assigned tasks • observe safety rules • maintain satisfactory personal appearance • visit potential work sites • identify appropriate work-site behaviours • learn vocabulary of a variety of occupations • role play occupation interviews. | <p>The student will:</p> <ul style="list-style-type: none"> • complete an off-campus experience placement • demonstrate appropriate interpersonal skills in work environments • develop a personal resume • complete applications for selected occupations • complete a real or simulated occupation interview • use the telephone on occupation search • read and interpret help wanted advertisements • evaluate and apply for occupational benefits • become aware of legal rights of employees • understand meaning of income tax • complete income tax return with assistance • read and comprehend payroll deduction statements. |

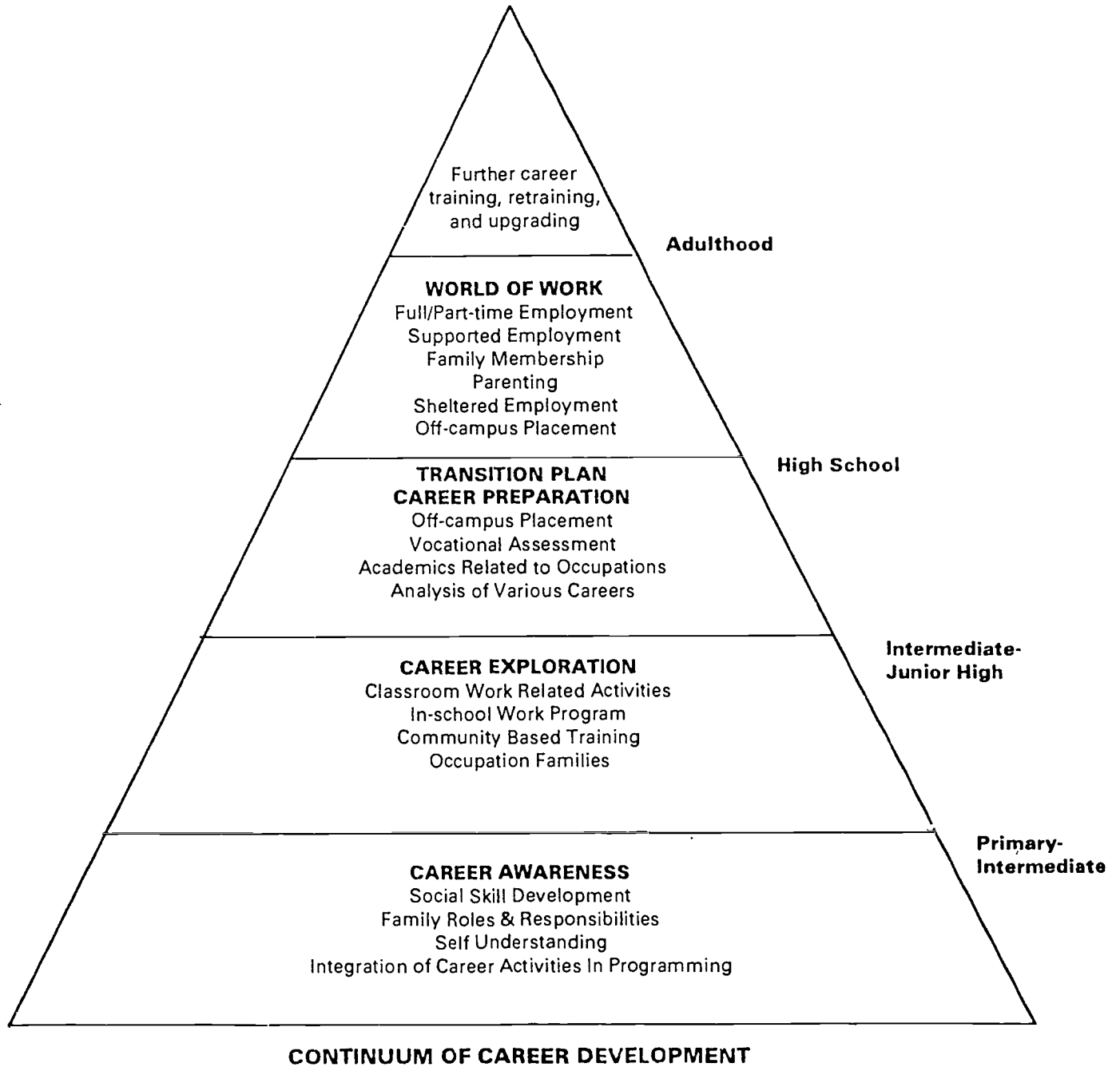
Career Development (cont'd)

| Career Development | | The student will identify alternative career paths and plan for a career. | |
|---|--|--|--|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • approach simple tasks with direction • comply with simple directions. | <p>The student will:</p> <ul style="list-style-type: none"> • be aware of family members work • recognize that different occupations require different skills. | <p>The student will:</p> <ul style="list-style-type: none"> • describe occupations of family members • describe competencies required in particular occupations • identify jobs of interest • obtain information about jobs of interest; e.g., entry-level requirements, wage rates • identify own interests and aptitudes. | <p>The student will:</p> <ul style="list-style-type: none"> • recognize own strengths and limitations in relation to occupation requirements • identify a job of interest that is commensurate with interest and abilities • seek work experience to support occupation interest • perform volunteer tasks • develop a career portfolio containing interests, aptitudes and evidence of career exploration. |

Career Development (cont'd)

| Career Development | | The student will learn to manage time. | |
|---|--|--|---|
| Pre-grade 1 | Elementary | Junior High | Senior High |
| <p>The student will:</p> <ul style="list-style-type: none"> • indicate familiarity with routines • return to classroom quickly after recess and lunch breaks. | <p>The student will:</p> <ul style="list-style-type: none"> • use words associated with time of day (morning, night, afternoon) • respond to time signals at school • plan free time activities • sequence steps in simple routines • know importance of being on time • tell time using digital clock • use analogue clock/watch with assistance • complete tasks in assigned time. | <p>The student will:</p> <ul style="list-style-type: none"> • help develop classroom schedule • attend to tasks • manage requests that result in time conflicts • tell time from analogue clock/watch. | <p>The student will:</p> <ul style="list-style-type: none"> • prepare personal time schedule • budget time for activities • complete time sheet. |

Continuum of Career Development¹¹



¹¹ From *Best practices in mild mental retardation*, by J R Patton, E. A Polloway, G. A. Robinson and L R Sargent, 1989, Reston, VA Council for Exceptional Children. Adapted and reprinted with permission.

Preparing for Off-campus Learning Experiences

The following chart indicates student learning that will contribute to successful off-campus experience placements.

| Elementary | Junior High School | Senior High School |
|--|--|--|
| <p>The student will:</p> <ul style="list-style-type: none"> • demonstrate dependability, initiative, reliability, perseverance and cheerfulness • learn about the calendar, time, money, shape, colour, quantitative concepts, written and spoken vocabulary • know about occupation families — understanding occupations related with products, social, managerial and human relations; similarities and differences between occupations; generalization regarding work • experience success at in-classroom work experience. | <p>The student will:</p> <ul style="list-style-type: none"> • apply academic learning to occupation-related activities • participate in the evaluation of vocational interests • participate in school work experience • gather information about occupations • learn work-site behaviours • have opportunities for decision making • visit potential occupation sites • learn vocabulary of a variety of occupations. | <p>The student will:</p> <ul style="list-style-type: none"> • participate in role playing for specific occupations • complete a off-campus experience placement • participate in occupation shadowing • receive a vocational assessment • receive occupation counselling • help develop a transition plan for moving from school to the world of work. |

Providing students with opportunities for off-campus learning experiences is an effective strategy for acquainting them with the world of work. Providing off-campus experience opportunities requires careful planning to ensure that the opportunity for the student is maximized and that the employer benefits from the association as well.

Although basic work-site knowledge, skills and attitudes can be learned in the classroom, the opportunities for demonstrating career development competency is best provided through off-campus experience placement. An objective to be accomplished through off-campus learning experiences can be part of a student's IPP.

Planning Off-campus Learning Experience Opportunities

The following checklist provides a samples of items to be included in planning off-campus experience opportunities.

| | |
|---|--|
| Survey opportunities for off-campus learning experiences in the community. | |
| Contact employers to inform them about off-campus experience education for students with special needs. | |
| Inform employers of their responsibilities to students and the benefits of off-campus experience to them and the student. | |
| Determine willingness of employers to consider off-campus experience students in the work site. | |
| Examine the work site to determine experiences that could be provided. | |
| Review the student's knowledge, skills, and attitudes related to off-campus experience learning. | |
| Discuss placement of the student at work site with parents. | |
| Visit work site with student; acquaint student with occupation opportunities. | |
| Determine student acceptance of placement; obtain parent permission in writing. | |
| Determine specific work assignment with student, parents and employer. | |
| Role play work-site responsibilities in classroom | |
| Arrange student transportation to work site. | |
| Ensure student knows who to contact if in difficulty; ensure employer knows who to contact. | |
| Monitor student performance at work site. | |
| Evaluate student performance at work site. | |
| Acknowledge contribution of employer to off-campus experience program. | |

Suggestions for Evaluating Potential Off-campus Sites

Answers to the following questions will help determine if a particular off-campus site provides the best work-experience placement for a student.

- Is the setting one which the students and his or her peers will value?
- Is the work at the site consistent with the student's interests?
- Does the off-campus site provide opportunities for the student to interact with people who are not disabled?
- Is the work environment safe?
- Does the off-campus site provide ongoing opportunities for learning?

Tips for Students and Parents about Off-campus Experience Placement

The following tips apply to all students participating in off-campus learning experience programs.

Students should:

- report to work a few minutes early
- not leave work early
- take breaks as directed by the work-site supervisor
- work safely at all times
- obey work-site rules
- tell the supervisor at the work site about any accidents
- let the work-site supervisor know if they are sick and can't be at work
- dress appropriately.

Feedback From the Employer

The following sample checklist can be used to obtain daily feedback from the employer at the off-campus site.

Employer's Daily Feedback

| | |
|---|----------------------------|
| Date | Employer/Supervisor |
| Student | Work Site |
| 1. Was _____ on time for work today? | YES/NO |
| 2. Did _____ understand what he was expected to do? | YES/NO |
| 3. Did _____ complete his work assignment? | YES/NO |
| 4. Was the quality of the work satisfactory? | YES/NO |
| COMMENTS: | |
| Please send this form back to the school with the student | |

Checklists for Determining Starting Points of Instruction

These charts can be used to determine the starting points of instruction. The content of the charts is identical to the charts provided on pages ESS.145–186. Criterion referenced tests will help determine developmental levels in many areas. See Other Teacher Resources (ESS.240) for more information.

Domestic and Family Life

| Domestic and Family Life | | NAME _____ | |
|---|--------------|----------------|----------------|
| | | DATE _____ | |
| The student will learn about family life. | | | |
| The student will: | has mastered | still learning | needs to learn |
| differentiate between immediate family members and others | | | |
| greet family members | | | |
| follow family rules that apply to self | | | |
| demonstrate increasing awareness of home environment by identifying areas of the home and personal belongings | | | |
| indicate understanding of concept of family; recognize siblings, parents and self as a unit | | | |
| identify belongings of other family members | | | |
| identify family members by role | | | |
| assume responsibility for self and belongings | | | |
| identify extended family members by name and role | | | |
| participate in family decision making | | | |
| identify how family roles and responsibilities change with age | | | |
| identify how own family is unique | | | |
| recognize need for family courtesy and family rules | | | |
| assume responsibility for own behaviour. | | | |

Domestic and Family Life (cont'd)

| Domestic and Family Life | | NAME _____ DATE _____ | |
|--|--------------|--------------------------|----------------|
| The student will perform cleaning tasks. | | | |
| The student will: | has mastered | still learning | needs to learn |
| recognize where toys and belongings are kept | | | |
| recognize that familiar household items have regular place | | | |
| recognize and cooperate with familiar household routines | | | |
| put toys away | | | |
| recognize household chores that need to be carried out | | | |
| assist with cleaning for a short period of time | | | |
| identify cleaning tasks that need to be done | | | |
| clean his or her own living space | | | |
| initiate cleaning tasks in the classroom | | | |
| use basic cleaning equipment with assistance | | | |
| assist with cleaning areas of dwelling | | | |
| independently undertake classroom cleaning chores | | | |
| use cleaning equipment and supplies with assistance | | | |
| care for own living and work space independently | | | |
| select cleaning material and equipment and use independently | | | |
| initiate household cleaning | | | |
| clean others' belongings and living space. | | | |

Domestic and Family Life (cont'd)

| Domestic and Family Life | | NAME _____ DATE _____ | | |
|---|--------------|--------------------------|----------------|--|
| The student will plan and prepare meals. | | | | |
| The student will: | has mastered | still learning | needs to learn | |
| distinguish between edible and non-edible substances | | | | |
| assist in selection of food items while shopping | | | | |
| use fork and spoon appropriately; use knife for some cutting of semi-solids | | | | |
| use condiments independently | | | | |
| prepare simple snacks | | | | |
| assist with chores related to food production | | | | |
| assist in setting the table | | | | |
| prepare uncooked breakfast | | | | |
| clean up after snacks | | | | |
| use kitchen utensils with safety | | | | |
| participate in family food shopping | | | | |
| know where food may be purchased | | | | |
| use kitchen appliances with safety | | | | |
| purchase food items | | | | |
| prepare school lunch | | | | |
| identify basic food order | | | | |
| independently prepare table for meal | | | | |
| independently clear table after meal | | | | |
| plan meals for one day | | | | |
| prepare a variety of simple meals. | | | | |

Domestic and Family Life (cont'd)

| | | | |
|---|-----------------|-------------------|-------------------|
| Domestic and Family Life | | NAME _____ | |
| | | DATE _____ | |
| The student will plan and prepare meals. | | | |
| The student will: | has mastered | still learning | needs to learn |
| demonstrate independence in grocery shopping | | | |
| make a simple shopping list | | | |
| plan meals for week | | | |
| interpret recipes | | | |
| prepare simple recipes. | | | |

Domestic and Family Life (cont'd)

| | | | |
|---|-----------------|-------------------|-------------------|
| Domestic and Family Life | | NAME _____ | |
| | | DATE _____ | |
| The student will serve food. | | | |
| The student will: | has mastered | still learning | needs to learn |
| get own food items and utensils for snacks | | | |
| pour drink from a pitcher with assistance | | | |
| offer food to others | | | |
| get own lunch box, open containers, serve self | | | |
| carry tray/plate of food | | | |
| pour drinks for family members | | | |
| pass food to family members and guests | | | |
| take responsibility for serving food for entire meal. | | | |

Domestic and Family Life (cont'd)

| Domestic and Family Life | | NAME _____ DATE _____ | | |
|---|--------------|--------------------------|----------------|--|
| The student will care for clothing. | | | | |
| The student will: | has mastered | still learning | needs to learn | |
| recognize storage places for clothing | | | | |
| place clothing in proper storage area | | | | |
| place soiled clothing in laundry area | | | | |
| hang clothing in closet | | | | |
| assist with sorting laundry | | | | |
| assist with folding completed laundry | | | | |
| launder personal items of clothing | | | | |
| read clothing labels | | | | |
| sort and fold laundry | | | | |
| identify clothing in need of repair | | | | |
| learn simple sewing techniques | | | | |
| sew buttons and hems | | | | |
| select and purchase clothing | | | | |
| iron flat items | | | | |
| pack for a trip | | | | |
| launder and iron clothing independently | | | | |
| identify and take appropriate clothing to dry cleaners. | | | | |

Domestic and Family Life (cont'd)

| Domestic and Family Life | | NAME _____ | |
|---|--------------|----------------|----------------|
| | | DATE _____ | |
| The student will understand time. | | | |
| The student will: | has mastered | still learning | needs to learn |
| understand that different activities occur at different times of the day | | | |
| follow a picture schedule | | | |
| understand and use: today, this morning, tonight | | | |
| understand and use: yesterday, tomorrow, last week, next week, last year, next year | | | |
| respond to time signals at school | | | |
| respond to time cues (table setting and meal time, bathing and bedtime) | | | |
| begin to organize work and play time | | | |
| tell time on digital clock | | | |
| use analogue clock/watch with assistance | | | |
| tell time | | | |
| organize personal time | | | |
| schedule activities | | | |
| tell time from analogue clock/watch | | | |
| develop a personal schedule for school activities over longer periods of time. | | | |

Domestic and Family Life (cont'd)

| Domestic and Family Life | | NAME _____ DATE _____ | |
|---|--------------|--------------------------|----------------|
| The student will be aware of the community. | | | |
| The student will: | has mastered | still learning | needs to learn |
| recognize basic personnel associated with community services | | | |
| visit and use community services with adults | | | |
| identify areas adjacent to home neighbourhood | | | |
| identify community services | | | |
| identify personnel associated with community services | | | |
| identify and locate key locations in school community | | | |
| follow the rules of the neighbourhood | | | |
| identify community facilities | | | |
| distinguish between civic, provincial and federal government | | | |
| identify cultural differences in the community | | | |
| use community services with independence | | | |
| use community facilities with independence | | | |
| describe responsibilities of civic, provincial and federal government | | | |
| understand the importance of community rules | | | |
| understand rights as an individual | | | |
| be aware of international government | | | |
| be aware of the role of international government agencies. | | | |

Domestic and Family Life (cont'd)

| Domestic and Family Life | | NAME _____ | |
|--|--------------|----------------|----------------|
| | | DATE _____ | |
| The student will understand how to manage money. | | | |
| The student will: | has mastered | still learning | needs to learn |
| apply the term "money" to all coins and bills | | | |
| sort and match coins | | | |
| distinguish different coins | | | |
| label coins | | | |
| recognize that money is needed for purchases | | | |
| match coins required to make a purchase | | | |
| manage allowance | | | |
| understand equivalent values of coins | | | |
| recognize coins and bills in combination | | | |
| write money symbols | | | |
| identify \$2, \$5, \$10, \$20 dollar bills | | | |
| identify dollars and cents when written | | | |
| perform tasks for small monetary rewards | | | |
| understand people earn money by doing something for someone else | | | |
| manage bank account with assistance | | | |
| keep money in a safe place | | | |
| save money | | | |
| perform small jobs for money | | | |
| purchase items independently | | | |
| manage bank account with assistance | | | |
| understand value of money | | | |
| earn money regularly | | | |
| compare prices of similar materials | | | |
| understand borrowing, repayment | | | |
| budget and plan for expenditures | | | |
| manage a bank account. | | | |

Personal and Social Development

| | | | |
|--|-----------------|-------------------|-------------------|
| Personal and Social Development | | NAME _____ | |
| | | DATE _____ | |
| The student will demonstrate knowledge of self. | | | |
| The student will: | has mastered | still learning | needs to learn |
| understand his or her own name | | | |
| know names of family members | | | |
| know gender | | | |
| state siblings' names | | | |
| state town or city | | | |
| state birthday. | | | |

Personal and Social Development (cont'd)

| Personal and Social Development | | NAME _____ |
|---|--------------|----------------|
| | | DATE _____ |
| The student will demonstrate social skills. | | |
| The student will: | has mastered | still learning |
| | | needs to learn |
| maintain eye contact with care giver | | |
| refrain from unattractive or rude gestures and noises in public | | |
| attempt social contact with age peers | | |
| display affection to age peers and adults | | |
| maintain appropriate distance when speaking to others | | |
| refrain from touching genital area of self or others | | |
| respond to and initiate social greeting | | |
| respect personal space of self and others | | |
| say "excuse me" before interrupting | | |
| apologize for wrong doing | | |
| demonstrate socially acceptable behaviour | | |
| laugh at appropriate points in a story or situation | | |
| seek privacy for clothing adjustment | | |
| look to others for social cues | | |
| touch others only when socially acceptable | | |
| use appropriate titles to address adults | | |
| pause and allow others to speak | | |
| respect privacy of others | | |
| initiate and pursue conversation | | |
| conclude conversation politely. | | |

Personal and Social Development (cont'd)

| Personal and Social Development | | NAME _____ DATE _____ | |
|--|--------------|--------------------------|----------------|
| The student will demonstrate knowledge of interpersonal skills. | | | |
| The student will: | has mastered | still learning | needs to learn |
| approach peers without fear | | | |
| demonstrate affection for age peers | | | |
| become aware of inappropriate touching | | | |
| accept choices made by others | | | |
| respond to verbal and non-verbal communication | | | |
| resolve minor conflicts | | | |
| categorize familiar and unfamiliar people | | | |
| verbalize desire to be friends | | | |
| initiate friendly activity | | | |
| address other students and adults properly | | | |
| identify person to whom need can be expressed | | | |
| recognize roles of familiar people | | | |
| distinguish between needs and wants | | | |
| communicate in a number of ways | | | |
| get attention of listener(s) before speaking | | | |
| seek assistance when needed | | | |
| intervene in unsafe or conflict situation | | | |
| modify behaviour as required | | | |
| recognize mood changes in others | | | |
| ask questions to get information | | | |
| communicate feelings in a variety of ways | | | |
| make choices between activities | | | |
| respond appropriately to familiar and unfamiliar people with respect to age and role | | | |
| contribute to classroom decision making | | | |
| resolve conflict with peers without assistance. | | | |

Personal and Social Development (cont'd)

| Personal and Social Development | | NAME _____ | |
|---|--------------|----------------|----------------|
| | | DATE _____ | |
| The student will dress and undress independently. | | | |
| The student will: | has mastered | still learning | needs to learn |
| cooperate while being dressed/undressed | | | |
| assist with dressing/undressing | | | |
| put on/remove sleeved garment with assistance | | | |
| put on/remove legged garment with assistance | | | |
| put on/remove socks | | | |
| remove shoes independently | | | |
| put shoes on correct foot | | | |
| put on/remove sweaters, T-shirts | | | |
| manage zippers, snap and velcro fasteners | | | |
| dress/undress independently | | | |
| dress appropriately for activity | | | |
| select appropriate clothing for weather | | | |
| tie bow knot | | | |
| manage back fastener | | | |
| differentiate soiled clothing from clean, pressed from wrinkled | | | |
| change clothing when soiled | | | |
| select clothing appropriate to occasion | | | |
| be aware of proper clothing fit | | | |
| clean shoes | | | |
| be aware of basic colour and fashion coordination | | | |
| select some of own wardrobe. | | | |

Personal and Social Development (cont'd)

| Personal and Social Development | | NAME _____ | |
|--|--------------|----------------|----------------|
| | | DATE _____ | |
| The student will demonstrate fastening and unfastening. | | | |
| The student will: | has mastered | still learning | needs to learn |
| unbutton single large buttons | | | |
| zip/unzip zipper without separating or inserting shank | | | |
| snap or hook clothing in front | | | |
| unzip front zipper on jacket, separating shank | | | |
| button series of medium buttons on front of clothing | | | |
| unbuckle shoe or belt | | | |
| buckle up shoe strap or belt | | | |
| zip up jacket zipper inserting shank | | | |
| thread lace through shoe eyelet | | | |
| untie knot on apron or shoe lace | | | |
| tie an overhand knot (first knot of shoe tying) | | | |
| tie bow knot of shoe lace | | | |
| tie hood strings on coat | | | |
| button back buttons/snap back snaps | | | |
| hook/unhook bra fastener | | | |
| tie bow knot on apron behind back. | | | |

Personal and Social Development (cont'd)

| Personal and Social Development | | NAME _____ | | |
|--|--------------|----------------|----------------|--|
| | | DATE _____ | | |
| The student will use the bathroom independently. | | | | |
| The student will: | has mastered | still learning | needs to learn | |
| indicate he or she is soiled | | | | |
| communicate need to use toilet | | | | |
| use potty independently | | | | |
| control bowel | | | | |
| communicate need to urinate; need for bowel movement | | | | |
| use toilet independently | | | | |
| urinate independently | | | | |
| stay dry through the night | | | | |
| complete bowel movement independently | | | | |
| care for all toileting needs independently | | | | |
| use facilities in appropriate manner | | | | |
| wipe self independently after bowel movement | | | | |
| flush toilet consistently following use | | | | |
| recognize and use appropriate restroom | | | | |
| be socially acceptable in washroom use and transfer learning to new situations | | | | |
| be aware of health and personal hygiene safety issues in relation to use of public facilities. | | | | |

Personal and Social Development (cont'd)

| Personal and Social Development | | NAME _____ | |
|--|--------------|----------------|----------------|
| | | DATE _____ | |
| The student will bathe independently. | | | |
| The student will: | has mastered | still learning | needs to learn |
| cooperate with care giver when washing and drying hands | | | |
| wash and dry hands with limited assistance | | | |
| wash and dry hands independently | | | |
| wash and dry face with assistance | | | |
| turn water taps on and off independently | | | |
| adjust tap to achieve desired water temperature and pressure | | | |
| wash and dry face independently | | | |
| bathe with assistance, demonstrating awareness of safety issues of water temperature and depth | | | |
| bathe without assistance | | | |
| draw water independently | | | |
| shampoo hair. | | | |

Personal and Social Development (cont'd)

| Personal and Social Development | | NAME _____ | | |
|---|--------------|----------------|----------------|--|
| | | DATE _____ | | |
| The student will demonstrate establishment and maintenance of relationships. | | | | |
| The student will: | has mastered | still learning | needs to learn | |
| interact positively with peers | | | | |
| begin to develop behaviour associated with friendship | | | | |
| want to be friends with many peers | | | | |
| begin to recognize behaviours characteristic of friendship | | | | |
| begin to recognize behaviours not characteristic of friendship | | | | |
| establish friendships with family, classmates and school staff | | | | |
| learn about human sexuality | | | | |
| verbalize liking of peers | | | | |
| understand dating behaviour | | | | |
| recognize the responsibility of friendship | | | | |
| develop longer lasting relationships with members of both sexes | | | | |
| understand human sexuality | | | | |
| develop long-term friendships at school and in the neighbourhood | | | | |
| understand dating behaviour | | | | |
| demonstrate appropriate sexual behaviour | | | | |
| use correct language when describing sexual behaviour. | | | | |

Personal and Social Development (cont'd)

| Personal and Social Development | | NAME _____ | | |
|--|--------------|----------------|----------------|--|
| | | DATE _____ | | |
| The student will groom self independently. | | | | |
| The student will: | has mastered | still learning | needs to learn | |
| blow nose upon request | | | | |
| wipe nose when asked | | | | |
| brush teeth with assistance | | | | |
| comb hair | | | | |
| brush teeth independently | | | | |
| brush hair with assistance | | | | |
| wipe nose voluntarily | | | | |
| brush hair independently | | | | |
| practice hygiene associated with coughing and sneezing | | | | |
| clean nails | | | | |
| use deodorant | | | | |
| clean glasses | | | | |
| manage hygiene associated with menstruation | | | | |
| purchase personal care items | | | | |
| use cosmetics and grooming aids | | | | |
| maintain cleanliness of comb and brush | | | | |
| manage hair care; washing and styling | | | | |
| care for personal needs | | | | |
| shave. | | | | |

Personal and Social Development (cont'd)

| Personal and Social Development | | NAME _____ | |
|---|--------------|----------------|----------------|
| | | DATE _____ | |
| The student will eat independently. | | | |
| The student will: | has mastered | still learning | needs to learn |
| drink from cup with assistance | | | |
| drink from cup independently | | | |
| use spoon to feed self | | | |
| suck from straw | | | |
| manage cups and glasses with one hand independently | | | |
| chew food properly | | | |
| use fork and spoon appropriately; use knife for some cutting of semi-solids | | | |
| communicate need to eat | | | |
| broaden variety of preferred foods | | | |
| associate food items with an order for eating | | | |
| associate foods and sources | | | |
| control food consumption | | | |
| identify foods by label | | | |
| select appropriate food for meal | | | |
| classify all foods | | | |
| choose a balanced diet | | | |
| recognize reasons for controlling consumption. | | | |

Personal and Social Development (cont'd)

| Personal and Social Development | | NAME _____ |
|--|--------------|----------------|
| | | DATE _____ |
| The student will demonstrate independence in personal safety. | | |
| The student will: | has mastered | still learning |
| needs to learn | | |
| demonstrate safe use of play equipment | | |
| put playthings away | | |
| cooperate during activities promoting increased safety; e.g., accept use of seat belts, hold hands while crossing street | | |
| respond to commands such as "stop, no, don't touch, danger" | | |
| use small objects with care and safety | | |
| demonstrate knowledge of safety rules | | |
| respond to supervision in play areas | | |
| warn others of danger | | |
| practise bicycle safety | | |
| know the dangers of not following safety rules | | |
| demonstrate safe use of recreational equipment | | |
| practice fire safety; follow routines of fire drills | | |
| use community recreational facilities safely | | |
| recognize where to seek help when hurt | | |
| organize work and play space to maximize safety | | |
| demonstrate safe use of equipment for work and play | | |
| determine unsafe features of work and play equipment | | |
| follow directions given in emergencies | | |
| independently use equipment | | |
| demonstrate knowledge of first aid procedures | | |
| know how to access emergency services. | | |

Personal and Social Development (cont'd)

| Personal and Social Development | | NAME _____ | | |
|--|--------------|----------------|----------------|--|
| | | DATE _____ | | |
| The student will demonstrate ability to communicate by telephone. | | | | |
| The student will: | has mastered | still learning | needs to learn | |
| play with the phone | | | | |
| imitate phone conversation | | | | |
| answer the phone with a clear "hello" | | | | |
| use touch tone and dial phones | | | | |
| respond appropriately if call is for someone else | | | | |
| notify person wanted | | | | |
| carry on meaningful conversation if call is personal | | | | |
| use different responses for different types of calls | | | | |
| make local calls | | | | |
| use pay phone | | | | |
| write messages to be conveyed if call for others | | | | |
| know how to use an answering machine | | | | |
| take and convey messages verbally | | | | |
| use yellow pages | | | | |
| use talking yellow pages | | | | |
| make long distance calls | | | | |
| ask for wanted party properly | | | | |
| end calls politely | | | | |
| hang up if caller refuses to identify self or uses obscene language | | | | |
| use directory assistance | | | | |
| locate number in phone book | | | | |
| access fax machine technology. | | | | |

Personal and Social Development (cont'd)

| Personal and Social Development | | NAME _____ | |
|---|--------------|----------------|----------------|
| | | DATE _____ | |
| The student will be knowledgeable about the effects of substance abuse. | | | |
| The student will: | has mastered | still learning | needs to learn |
| understand that some substances can be harmful | | | |
| identify the symbols for hazardous household products | | | |
| learn the definition of a drug and understand that many commonly used substances can be considered drugs | | | |
| understand that drugs can be helpful and harmful | | | |
| distinguish between prescription and non-prescription drugs | | | |
| demonstrate knowledge about the effects of caffeine, tobacco and alcohol | | | |
| differentiate between the use and abuse of drugs | | | |
| identify types of drugs related to drug use and abuse | | | |
| understand the effects of use and abuse of tobacco, alcohol and other drugs | | | |
| know about the consequences of tobacco, alcohol and other drug abuse | | | |
| understand the factors that may influence drug use/abuse | | | |
| be able to assess the risks to one's health and/or well-being related to the use/abuse of alcohol and other drugs | | | |
| understand key issues related to impairment and driving | | | |
| be aware of services available for the treatment of substance abuse. | | | |

Personal and Social Development (cont'd)

| Personal and Social Development | | NAME _____ | |
|---|--------------|----------------|----------------|
| | | DATE _____ | |
| The student will use a computer independently. | | | |
| The student will: | has mastered | still learning | needs to learn |
| turn the computer on and off | | | |
| handle disks or other storage media that the computer uses | | | |
| use a printer; turn it on and off and load it with paper | | | |
| locate keys on keyboard using space bar, return, shift keys, cursor movement keys and escape key | | | |
| recognize that the keyboard has a left and right hand side and that specific fingers are to be used for specific keys | | | |
| perform simple trouble-shooting routines | | | |
| keyboard, using proper techniques | | | |
| use other hardware peripherals such as a mouse, modem, laboratory probes, MIDI keyboards, CD-ROM. | | | |

Leisure/Recreation/Arts

| Leisure/Recreation/Arts | | NAME _____ DATE _____ | | |
|--|--------------|--------------------------|----------------|--|
| The student will participate in games. | | | | |
| The student will: | has mastered | still learning | needs to learn | |
| participate in games led by others | | | | |
| understand taking turns | | | | |
| understand sharing equipment | | | | |
| imitate play activity of others | | | | |
| engage in symbolic play | | | | |
| attend to task | | | | |
| respond to direction from instructor | | | | |
| use courtesies associated with games | | | | |
| verbalize rules of games | | | | |
| participate in games with low level of organization (indoor/outdoor with decreasing amount of adult direction) | | | | |
| increase repertoire of games | | | | |
| initiate game activity | | | | |
| participate in intramural activity | | | | |
| participate in organized races | | | | |
| play simple games with others | | | | |
| participate in community led game activity | | | | |
| generalize skills to other games | | | | |
| show others how to play game | | | | |
| practise skills required for game | | | | |
| demonstrate sportsmanship in game activity | | | | |
| understand game safety | | | | |
| generalize game safety to other games. | | | | |

Leisure/Recreation/Arts (cont'd)

| Leisure/Recreation/Arts | | NAME _____ | |
|---|--------------|----------------|----------------|
| | | DATE _____ | |
| The student will demonstrate knowledge of games. | | | |
| The student will: | has mastered | still learning | needs to learn |
| assemble interlocking puzzles | | | |
| put away games when finished | | | |
| play card games requiring matching and sorting (simple classification) | | | |
| share items | | | |
| play simple board games | | | |
| play with electronic games | | | |
| take turns in games | | | |
| behave appropriately while waiting for turn | | | |
| complete simple puzzles | | | |
| play simple card games | | | |
| understand purpose of rules for games | | | |
| play board games requiring participant to take turns and follow complex rules | | | |
| play card games with more complex playing procedures and more complex rules | | | |
| play educational games | | | |
| cooperate as a team player | | | |
| play card games requiring memory skills and strategic play | | | |
| understand leader/follower positions in games | | | |
| play board games required playing strategies | | | |
| complete word puzzles. | | | |

Leisure/Recreation/Arts (cont'd)

| | | | |
|---|-----------------|-------------------|-------------------|
| Leisure/Recreation/Arts | | NAME _____ | |
| | | DATE _____ | |
| The student will use computer games. | | | |
| The student will: | has mastered | still learning | needs to learn |
| know how to activate and deactivate game | | | |
| play computer games with large display and manipulated by large muscle movement | | | |
| use hand held electronic games | | | |
| have favourite games | | | |
| play games with lower levels of complexity | | | |
| share games | | | |
| know the vocabulary associated with computer games | | | |
| attempt variety of games | | | |
| attempt more complex games | | | |
| engage in competition with others playing same game. | | | |

Leisure/Recreation/Arts (cont'd)

| Leisure/Recreation/Arts | | NAME _____ | | |
|--|--------------|----------------|----------------|--|
| | | DATE _____ | | |
| The student will participate in recreational activity. | | | | |
| The student will: | has mastered | still learning | needs to learn | |
| play with toys | | | | |
| imitate play activity of others | | | | |
| attend to single activity for short periods of time | | | | |
| listen to radio and tapes | | | | |
| watch television | | | | |
| attend movies with others | | | | |
| attend to play activity for longer periods of time | | | | |
| participate in community recreational activity with assistance | | | | |
| indicate preference for recreational activity | | | | |
| have preferences for specific media forms; e.g., television, comics, radio, pictures | | | | |
| make choices among available movies, videos | | | | |
| participate in community team sports activity (hockey, ball, soccer) | | | | |
| participate in track meet activities | | | | |
| participate in individual sports (golf, bowling, biking, roller blading) | | | | |
| demonstrate appropriate spectator skills | | | | |
| develop preferences for media themes (adventure, romance, western, science fiction). | | | | |
| go to movies with peers | | | | |

Leisure/Recreation/Arts (cont'd)

| | | | |
|--|-----------------|-------------------|-------------------|
| Leisure/Recreation/Arts | | NAME _____ | |
| | | DATE _____ | |
| The student will participate in recreational activity. | | | |
| The student will: | has mastered | still learning | needs to learn |
| specify preference about recreational activity | | | |
| broaden the range of recreational activity in which he or she participates | | | |
| develop preferences for particular actors | | | |
| initiate participation in recreational activity | | | |
| increase independence in participation | | | |
| broaden recreational activity | | | |
| develop preferences for a wider range of visual arts. | | | |

Leisure/Recreation/Arts (cont'd)

| Leisure/Recreation/Arts | | NAME _____ | | |
|---|--------------|----------------|----------------|--|
| | | DATE _____ | | |
| The student will be physically fit. | | | | |
| The student will: | has mastered | still learning | needs to learn | |
| require less support in movement activities | | | | |
| climb play apparatus | | | | |
| ride a tricycle | | | | |
| participate in group physical activity | | | | |
| participate in individual physical activity | | | | |
| play ball games requiring large muscle activity | | | | |
| become involved in intramural activity | | | | |
| complete simple gymnastic movements | | | | |
| participate in games requiring small muscle control (ball throwing and catching, marbles) | | | | |
| understand importance of fitness; become interested in fitness activity | | | | |
| help develop group fitness plan | | | | |
| broaden range of activities; summer sports, winter sports and individual pursuits | | | | |
| demonstrate awareness of impact of diet on physical fitness | | | | |
| develop individual fitness plan | | | | |
| maintain physical fitness routine. | | | | |

Leisure/Recreation/Arts (cont'd)

| Leisure/Recreation/Arts | | NAME _____ DATE _____ | |
|---|--------------|--------------------------|----------------|
| The student will express himself or herself through drama. | | | |
| The student will: | has mastered | still learning | needs to learn |
| imitate simple actions | | | |
| imitate simple sounds | | | |
| participate in dress-up activities | | | |
| participate in symbolic play | | | |
| imitate the actions of familiar animals | | | |
| imitate the actions of familiar people | | | |
| demonstrate feelings | | | |
| role play familiar routines | | | |
| participate in group activities | | | |
| demonstrate actions associated with an activity | | | |
| repeat parts of stories and verses | | | |
| portray characters from a story or play | | | |
| demonstrate a particular role from a story or play | | | |
| demonstrate emotions of characters | | | |
| participate in impromptu drama | | | |
| take part in dramatic productions | | | |
| demonstrate feelings and emotions. | | | |

Leisure/Recreation/Arts (cont'd)

| | | | |
|---|--------------|----------------|----------------|
| Leisure/Recreation/Arts | | NAME _____ | |
| | | DATE _____ | |
| The student will develop appreciation of music. | | | |
| The student will: | has mastered | still learning | needs to learn |
| respond to music by facial expression, clapping, playing simple instruments | | | |
| listen to music for enjoyment | | | |
| participate in musical games | | | |
| imitate rhythmic movements | | | |
| operate cassette recorders | | | |
| play more complex musical instruments | | | |
| participate in action songs | | | |
| dance | | | |
| move to music | | | |
| understand more complex rhythm patterns | | | |
| request partner to dance | | | |
| perform contemporary dance forms | | | |
| listen to music as a source of enjoyment. | | | |

Leisure/Recreation/Arts (cont'd)

| Leisure/Recreation/Arts | | NAME _____ | | |
|--|--------------|----------------|----------------|--|
| | | DATE _____ | | |
| The student will use the public library. | | | | |
| The student will: | has mastered | still learning | needs to learn | |
| accompany others to library | | | | |
| select books with assistance | | | | |
| attend story time for short period | | | | |
| choose stories | | | | |
| listen attentively to story | | | | |
| select familiar books for reading | | | | |
| develop favourite categories of books | | | | |
| select books from a range of topics | | | | |
| select chapter books | | | | |
| know who the library staff are | | | | |
| select tapes, CDs and videos in library | | | | |
| use public library independently | | | | |
| begin to select books about areas of personal interest | | | | |
| select library material other than books; e.g., magazine or newspaper articles | | | | |
| understand responsibility for library materials | | | | |
| understand fines for overdue/lost material | | | | |
| know about and use other libraries. | | | | |

Leisure/Recreation/Arts (cont'd)

| Leisure/Recreation/Arts | | NAME _____ | | |
|--|--------------|----------------|----------------|--|
| | | DATE _____ | | |
| The student will participate in arts and crafts. | | | | |
| The student will: | has mastered | still learning | needs to learn | |
| explore a variety of media such as paints, markers, chalk or fingerpaint | | | | |
| explore gluing with a variety of collage materials | | | | |
| draw simple pictures with representation; e.g., face, house, car, tree | | | | |
| imitate simple crafts using cutting and gluing | | | | |
| use craft materials creatively or to copy a model | | | | |
| choose from several projects to make a craft | | | | |
| follow several simple illustrated steps to complete a craft | | | | |
| complete a project over time | | | | |
| develop interest in one or more arts or crafts activities which can be done independently as an enjoyable leisure activity | | | | |
| participate in arts and crafts activities sponsored by community organizations. | | | | |

Citizenship and Community Involvement

| Citizenship and Community | | NAME _____ DATE _____ | |
|---|--------------|--------------------------|----------------|
| The student will know how to conduct social interactions in the community. | | | |
| The student will: | has mastered | still learning | needs to learn |
| express needs | | | |
| begin to recognize roles of others in community | | | |
| ask others for help when needed | | | |
| communicate needs more clearly | | | |
| communicate needs to appropriate person | | | |
| recognize role of service providers | | | |
| use appropriate language to ask for services (from clerks, food servers) | | | |
| discriminate between service providers and others | | | |
| discriminate between friends and others | | | |
| begin to settle disputes in acceptable ways | | | |
| settle disputes and disagreements in an acceptable manner | | | |
| offer to help others | | | |
| conduct social interactions in community with confidence | | | |
| recognize cultural differences in community. | | | |

Citizenship and Community Involvement (cont'd)

| Citizenship and Community | | NAME _____ | |
|--|--------------|----------------|----------------|
| | | DATE _____ | |
| The student will demonstrate safety in the community. | | | |
| The student will: | has mastered | still learning | needs to learn |
| obey "WALK, WAIT, DON'T WALK" signals | | | |
| obey "STOP" signal | | | |
| know meaning of "block parent" | | | |
| recognize warning sign at railway crossing | | | |
| respond to supervision | | | |
| identify safe places to play | | | |
| seek help when needed | | | |
| obey buckle up sign or command | | | |
| demonstrate safe use of play equipment, objects and materials | | | |
| recognize and understand warning and safety signs; e.g., poison, explosives, flammable, fire exit, keep out, exit only | | | |
| recognize and respond appropriately to warning signals; e.g., fire alarm, sirens, smoke alarms | | | |
| recognize emergency exits | | | |
| expand knowledge of safety associated with facilities (swimming pool, skating rink) | | | |
| know how to use 911 | | | |
| care for minor injuries | | | |
| manage personal medication | | | |
| know how to set off fire alarm | | | |
| demonstrate safe riding practices. | | | |

Citizenship and Community Involvement (cont'd)

| | | | |
|--|-----------------|-------------------|-------------------|
| Citizenship and Community | | NAME _____ | |
| | | DATE _____ | |
| The student will demonstrate safety in the community. | | | |
| The student will: | has mastered | still learning | needs to learn |
| know how to set off fire alarm | | | |
| demonstrate safe riding practices | | | |
| know sources of help in emergency situations (block parent, police, bus driver, neighbours) | | | |
| develop a home plan for fire safety | | | |
| recognize consequences of not obeying safety rules | | | |
| recognize dangers to personal safety | | | |
| know first aid procedures | | | |
| understand antidotes for hazardous products | | | |
| alert others of danger | | | |
| recognize importance of keeping equipment in good operating order | | | |
| know how to travel safely on public transportation | | | |
| teach first aid procedures to others | | | |
| understand first aid associated with hazardous products | | | |
| recognize dangerous goods routes. | | | |

Citizenship and Community Involvement (cont'd)

| Citizenship and Community | | NAME _____ DATE _____ | |
|---|--------------|--------------------------|----------------|
| The student will use services available in the community. | | | |
| The student will: | has mastered | still learning | needs to learn |
| accompany responsible adults to service outlets in the community | | | |
| visit health clinic with responsible adult | | | |
| attend story time at public library | | | |
| accompany others on public transportation | | | |
| deposit letter to be mailed in mail box | | | |
| purchase stamps at post office outlet | | | |
| mail letter at post office | | | |
| meet with school nurse and other medical professionals at school | | | |
| associate services available with location | | | |
| wait in line for service | | | |
| sign out selections at public library | | | |
| associate staff role with community service | | | |
| ask for help from community service personnel | | | |
| use designated change rooms in public athletic facilities | | | |
| follow current events in community paper | | | |
| use public library independently | | | |
| use change rooms independently | | | |
| distinguish between recreational activity and service related to personal health and welfare. | | | |

Citizenship and Community Involvement (cont'd)

| | | | |
|--|-----------------|-------------------|-------------------|
| Citizenship and Community | | NAME _____ | |
| | | DATE _____ | |
| The student will use services available in the community. | | | |
| The student will: | has mastered | still learning | needs to learn |
| locate and use banking services | | | |
| mail parcels at post office outlet | | | |
| know from whom to seek information about the community | | | |
| use community services independently | | | |
| evaluate services provided | | | |
| use delivery service of post office | | | |
| consult doctor when necessary | | | |
| establish medical check-up routine. | | | |

Citizenship and Community Involvement (cont'd)

| Citizenship and Community | | NAME _____ | |
|---|--------------|----------------|----------------|
| | | DATE _____ | |
| The student will know how to travel in the community. | | | |
| The student will: | has mastered | still learning | needs to learn |
| differentiate between vehicles | | | |
| move about house, yard and school yard | | | |
| practice safety rules | | | |
| demonstrate understanding of directional terms — right, left, forward, back | | | |
| know name, address, phone number; how to use emergency services | | | |
| respond to travel commands; e.g., no standing | | | |
| recognize familiar destinations | | | |
| know safety rules associated with travel | | | |
| travel throughout the community with increasing independence | | | |
| relate mode of transportation to planned journey | | | |
| recognize payment required for some forms of transportation | | | |
| operate traffic safety equipment | | | |
| identify own school bus | | | |
| cross street independently | | | |
| know when to refuse rides | | | |
| understand safety habits associated with riding a bike | | | |
| follow travel schedule; be at pick-up points on time. | | | |

Citizenship and Community Involvement (cont'd)

| | | | |
|---|-----------------|-------------------|-------------------|
| Citizenship and Community | | NAME _____ | |
| | | DATE _____ | |
| The student will know how to travel in the community. | | | |
| The student will: | has mastered | still learning | needs to learn |
| respond correctly to traffic signals | | | |
| know how to seek assistance while travelling | | | |
| know route between home, school, familiar places | | | |
| travel independently throughout the community | | | |
| participate in driver training program | | | |
| use public transportation system | | | |
| understand the safety habits associated with driving a vehicle. | | | |

Citizenship and Community Involvement (cont'd)

| Citizenship and Community | | NAME _____ DATE _____ | |
|---|--------------|--------------------------|----------------|
| The student will know how to shop for personal needs. | | | |
| The student will: | has mastered | still learning | needs to learn |
| behave in an appropriate manner when in stores | | | |
| be aware of necessity for payment | | | |
| use facilities in proper manner | | | |
| know where needed items can be purchased within the community; within a large store | | | |
| recognize directional labels in stores | | | |
| take cue from others (lining up, standing quietly) | | | |
| select item and enact payment (item and amount are prearranged) | | | |
| request specific items in store | | | |
| locate specific aisles in stores | | | |
| complete a transaction independently | | | |
| request assistance from clerk, if necessary | | | |
| list possible purchases and prioritize items. | | | |

Citizenship and Community Involvement (cont'd)

| Citizenship and Community | | NAME _____ DATE _____ | |
|---|--------------|--------------------------|----------------|
| The student will know how to order food in a restaurant. | | | |
| The student will: | has mastered | still learning | needs to learn |
| indicate food choices | | | |
| stand in line with others | | | |
| deposit used food containers in supplied garbage bins | | | |
| know different types of restaurants | | | |
| verbalize food choices | | | |
| select and order food choices independently | | | |
| understand payment required | | | |
| select and obtain food items from vending machine | | | |
| make alternate choices if preference not available | | | |
| wait in line and follow line independently | | | |
| accompany peers to fast food outlet | | | |
| select, order, pay for fast food | | | |
| select broader range of food outlets to visit | | | |
| evaluate outlets | | | |
| have food preferences | | | |
| order a complete meal in restaurant. | | | |

Citizenship and Community Involvement (cont'd)

| | | | |
|---|-----------------|-------------------|-------------------|
| Citizenship and Community | | NAME _____ | |
| | | DATE _____ | |
| The student will demonstrate environmental awareness. | | | |
| The student will: | has mastered | still learning | needs to learn |
| recognize plants and animals in the community | | | |
| dispose of litter in proper container | | | |
| develop understanding of weather and climate | | | |
| develop understanding of effect of weather and climate on safety and planned activities | | | |
| recognize natural land forms | | | |
| identify and dispose of litter | | | |
| participate in school recycling projects | | | |
| specify use for leftovers | | | |
| recognize a variety of litter containers | | | |
| identify excessive use of energy (lights left on, equipment left running) | | | |
| understand overuse threatens plants, animals and energy sources | | | |
| understand people have control over the use of energy sources | | | |
| generalize understanding of conservation | | | |
| practise conservation in personal life. | | | |

Career Development

| Career Development | | NAME _____ | |
|---|--------------|----------------|----------------|
| | | DATE _____ | |
| The student will identify and demonstrate selected competencies needed by the world of work. | | | |
| The student will: | has mastered | still learning | needs to learn |
| complete simple tasks | | | |
| carry out assigned classroom or in-school tasks | | | |
| complete task within a given time frame | | | |
| adapt to requirements of new tasks | | | |
| demonstrate a positive attitude about tasks | | | |
| be consistent in the performance of routine tasks | | | |
| accept direction | | | |
| develop the habit of punctuality | | | |
| carry out assigned in-school tasks | | | |
| recognize the relationship between work and earnings | | | |
| approach new tasks willingly | | | |
| consider tools and equipment needed for tasks | | | |
| self-evaluate selected task performances | | | |
| maintain specified levels of quality in assigned tasks | | | |
| observe safety rules | | | |
| maintain satisfactory personal appearance | | | |
| visit potential work sites | | | |
| identify appropriate work-site behaviours. | | | |

Career Development (cont'd)

| Career Development | | NAME _____ DATE _____ | | |
|---|-----------------|--------------------------|-------------------|--|
| The student will identify and demonstrate selected competencies needed by the world of work. | | | | |
| The student will: | has mastered | still learning | needs to learn | |
| learn vocabulary of a variety of occupations | | | | |
| role play occupation interviews | | | | |
| complete an off-campus experience placement | | | | |
| demonstrate appropriate interpersonal skills in work environments | | | | |
| develop a personal resume | | | | |
| complete applications for selected occupations | | | | |
| complete a real or simulated occupation interview | | | | |
| use the telephone in occupation search | | | | |
| read and interpret help wanted advertisements | | | | |
| evaluate and apply for occupational benefits | | | | |
| become aware of legal rights of employees | | | | |
| understand meaning of income tax | | | | |
| complete income tax return with assistance | | | | |
| read and comprehend payroll deduction statements. | | | | |

Career Development (cont'd)

| Career Development | | NAME _____ | |
|--|--------------|----------------|----------------|
| | | DATE _____ | |
| The student will identify alternative career paths and plan for a career. | | | |
| The student will: | has mastered | still learning | needs to learn |
| approach simple tasks with direction | | | |
| comply with simple direction | | | |
| be aware of family members work | | | |
| recognize that different occupations require different skills | | | |
| describe occupations of family members | | | |
| describe competencies required in particular occupations | | | |
| identify jobs of interest | | | |
| obtain information about jobs of interest; e.g., entry-level requirements, wage rates | | | |
| identify own interests and aptitudes | | | |
| recognize own strengths and limitations in relation to occupation requirements | | | |
| identify a job of interest that is commensurate with interest and abilities | | | |
| seek work experience to support occupation interest | | | |
| perform volunteer tasks | | | |
| develop a career portfolio containing interests, aptitudes and evidence of career exploration. | | | |

Career Development (cont'd)

| Career Development | | NAME _____ | |
|---|--------------|----------------|----------------|
| | | DATE _____ | |
| The student will learn to manage time. | | | |
| The student will: | has mastered | still learning | needs to learn |
| indicate familiarity with routines | | | |
| return to classroom quickly after recess and lunch breaks | | | |
| use words associated with time of day (morning, night, afternoon) | | | |
| respond to time signals at school | | | |
| plan free time activity | | | |
| sequence steps in simple routines | | | |
| know importance of being on time | | | |
| tell time using digital clock | | | |
| use analogue clock/watch with assistance | | | |
| complete tasks in assigned time | | | |
| help develop classroom schedule | | | |
| attend to tasks | | | |
| manage requests that result in time conflicts | | | |
| tell time from analogue clock/watch | | | |
| prepare personal time schedule | | | |
| budget time for activities | | | |
| complete time sheet. | | | |

Section V

Other Teaching Resources

This listing is not to be construed as an explicit or implicit departmental approval for use of the resources listed. These titles are provided as a service only to assist school authorities to identify resources that contain potentially useful ideas. The responsibility to evaluate these resources prior to selection rests with the user, in accordance with any existing local policy.

Resources listed in this section can be ordered from the publishers. See page ESS.251 for addresses.

The Big book of scissor skills (1992)
by Patricia Ling. Greensboro, NC:
Carson-Dellosa Publishing
Company, Inc. Order No.
CD-0958.

This book provides instructions and practice for scissor readiness, pre-cutting and cutting skills. It also includes safety tips and awards.

Instructions are provided for using the large, cheerful patterns in this book to give students experience tearing, cutting and gluing. In addition, the patterns may be used to decorate bulletin boards, send notes home, add interest to flyers and worksheets, label lockers and desks and create personalized books and awards. Reproducible materials.

The Bridge reading kit (1983) by
Alison Dewsbury, Jennifer
Jennings & David Boyle. Toronto,
ON: The Ontario Institute for
Studies in Education. Distributed
by Scholarly Book Services, Inc.
ISBN 0-7744-0255-5.

This picture-based reading program is designed to form a bridge between the understanding of gestures, their transformation into logographs and

symbols to the world of print for beginning readers. The kit contains a teachers handbook, 50 graduated readers, a complete set of pictures and two activity books. The kit is useful in teaching students prereading skills and provides a sight vocabulary of about 150 words. It also encourages students to begin to manipulate language and build their own stories. This kit can also help students understand the abstract formation of language in a black and white concrete form that they can manipulate.

Brigance™ inventory of early development (Revised) (1991) by
Albert Brigance. Curriculum
Associates.
ISBN 1-55915-223-0.

The *Inventory of early development* (IED) revised, includes over 200 developmental, readiness and early academic skills assessments in preambulatory, gross and fine motor, self-help, speech and language, general knowledge and comprehension, social and emotional development, readiness, basic reading, manuscript writing and basic mathematics. New features of the

revised edition include a social and emotional skill section, a section on comprehensive skill sequences, updated references and a testing accessories kit (blocks, scissors and manipulatives).

Brigance™ readiness: strategies and practice (1st edition) (1985) by Albert Brigance. Curriculum Associates. ISBN 0-89187-434-8.

This resource correlates with the following Brigance assessment materials:

- Comprehensive Inventory of Basic Skills
- Inventory of Basic Skills
- Inventory of Early Development.

More than 400 developmentally appropriate skills are introduced, taught and reinforced with this teaching resource. Strategies for effective teaching are incorporated in every skill area. Each skill section includes an objective, a rationale, a skill sequence, teaching recommendations and indications of possible learning difficulties. A wide variety of multimodality practice activities offers many choices to meet individual needs. Skill areas taught are general knowledge and comprehension, gross-motor skills, fine-motor skills, self-help skills, visual-motor/visual discrimination skills, general readiness skills and early reading, writing and math skills.

The Carolina curriculum for infants and toddlers with special needs (2nd edition) (1990) by Nancy Johnson-Martin, M. A. Attermeier & B. Hacker. Baltimore, MD: Paul H. Brookes Publishing Co. ISBN 1-55766-032-8.

This guide provides curriculum suggestions for children between the ages of two and five who are considered at risk for developmental delay or who exhibit special needs. Five domains of development (gross motor, fine motor, cognitive, language, social/self help) are delineated into 25 subdomains. Detailed teaching and assessment techniques are provided. Group activity suggestions are provided for each skill. A 28-page Assessment Log, which can be purchased separately, provides a recording system to chart a student's progress.

Community-based curriculum: instructional strategies for students with severe handicaps (1989) by Mary A. Falvey. Baltimore, MD: Paul H. Brookes Publishing Co. ISBN 1-55766-023-9.

This textbook offers teachers, administrators, therapists, counsellors and others various clearly presented updated strategies and materials for community-based instruction. It includes information on improving curriculum, establishing priorities, focusing on instructional issues and determining the how, where and why of a particular activity.

Creative play activities for children with disabilities: a resource book for teachers and parents (1989) by Lisa Rappaport Morris & Linda Schultz. Champaign, IL: Human Kinetics Books.
ISBN 0-87322-933-9.

This book has been designed to promote the development of young children with disabilities through play and games. It contains hundreds of activities, games and directions for making simple homemade toys for students with mild to severe disabilities ranging in age from birth to eight years. Each chapter focuses on a particular "world" or activity theme, such as sensory, motor, water and outdoor play. Each activity lists detailed directions, the items needed, the activity benefits and possible adaptations for different disabilities.

The Creature games (1993) by Mary S. Wilson. Winooski, VT: Laureate Learning Systems, Inc.

Creature games are computer programs designed for individuals with severe/profound disabilities, including those functioning below nine months of age. Users activate the Apple, Macintosh or IBM programs with a keyboard, touch screen, single switch or a mouse.

Creature capers, *Creature features*, *Creature antics* and *Creature cartoons* are designed to introduce and reinforce cause-and-effect, turn-taking and the use of a single switch.

Creature chorus offers six games for single switch and six for touch screen that introduce the concepts of cause-and-effect, switch use, visual tracking, discrete pointing and turn-taking.

Creature magic has four games that introduce important language and cognitive concepts.

Developing health skills: 153 activities for teaching non-readers (1987) by David A. Birch. J. Weston Walch, Publisher; Mind Resources.
ISBN 0-8251-1214-1.

This resource is designed to assist teachers in developing quality health education programs to enable students to develop the knowledge, skills, attitudes and independence to maintain a healthy lifestyle. Seven skill areas are addressed: understanding the body, self-care, fitness and nutrition, mental health, family life and sexuality, drug and alcohol decisions, safety and injury control. This resource could be used as a supplement for home economics, science, physical education and portions of the elementary curriculum. Skill inventories, general teaching suggestions, actual teaching activities, and strategies for involving parents are provided. This teaching resource is for use with students with little or no reading ability for Grades 6 and up and includes 119 reproducible teaching pictures.

Donald's fire drill (1991). Walt Disney Educational Productions. Available from Magic Lantern Communications Ltd.

In this videotape, two children match wits and fire safety knowledge with Donald Duck on his comical quiz show "Donald's Fire Drill." Viewers learn safety tips and techniques that will enable them to act safely during a fire at home.

Early communication skills (1991) by Charlotte Lynch & Julia Cooper. England: Winslow Press. Distributed by Monarch Books of Canada. ISBN 0-86388-096-7.

Early communication skills is a resource for professionals looking for new educational and therapy ideas in their work with preschool children and their parents. Some sections will be of particular interest to those working with children who are hard of hearing – an area in which both authors specialize.

More than 100 communication-based activities provide a practical framework on which to plan programs of work and therapy. All ideas are practical and were developed by the authors from their joint working experience. Based on 100 copyright-free activity sheets designed to be handed to parents for work in the home and to other key workers to encourage continuity and teamwork, the loose-leaf format has been developed to reflect the highly practical content.

Educating children with multiple disabilities: a transdisciplinary approach (1991) by Fred P. Orelove & Dick Sobsey. Baltimore, MD: Paul H. Brookes Publishing Co. ISBN 1-55766-077-8.

This text uses the transdisciplinary team model in a functional array of assessment, intervention and evaluation techniques. It includes materials for enhancing the functional abilities of students with multiple disabilities, effectively integrating health care and education programs, communication alternatives and personal care and grooming.

Functional living skills for moderately and severely handicapped individuals (1985) by Paul Wehman, Adelle Rezaglia & Paul Bates. Austin, TX: Pro-ed. Kitchener, ON: Mind Resources Inc. Product No. 1289.

This book describes how functional and age appropriate programs can be implemented for adolescents and adults. It addresses what skills should be taught, why they are important and how they can best be taught. Areas of focus include domestic living, community mobility, social interaction training, leisure skill instruction, vocational training and advocacy. Each chapter provides instructional guidelines.

How to get along on the job (1985) by Terry Leonard. J. Weston Walch. ISBN 0-8251-1579-5.

A self-directing program to help young people develop the acceptable occupation attitudes and behaviours needed when they enter the world of work. The program contains a cassette, 45 blackline masters and a teacher's guide. It covers topics like how to get along with supervisors and co-workers, anticipate and solve on-the-job problems. This is suitable for individual or group instruction and is written at a Grade 2-3 reading level.

I Can physical education: sport, leisure and recreation (1979) by Janet A. Wessel. Austin, TX: Pro-ed. (Team Sports: Product No. 3741; Outdoor Activities: Product No. 3770; Dance and Individual Sports: Product No. 3750; Backyard/Neighbourhood Activities: Product No. 3760. Complete four-unit kit: Product No. 3740.)

This adaptive physical education program is an objective-based system for individualizing instruction. There are four units: Team Sports, Dance and Individual Sports, Outdoor Activities and Backyard/Neighbourhood Activities. The program is designed to help students develop the basic physical skills necessary for functional participation in play and leisure activities. Can be used with children, adolescents and adults with special needs.

The IEP companion (1992) by Carolyn C. Wilson, Janet R. Lanza & Jeannie S. Evans. East Moline, IL: Linguisticsystems. ISBN 1-55999-222-0.

This resource includes individual and classroom objectives for:

- early language
- vocabulary and semantics
- syntax and morphology
- pragmatics and social language
- thinking and problem solving
- listening for information
- articulation and phonology
- voice and fluency.

This resource can be used to structure therapy and create lesson plans.

I'm no fool series (1992) by Walt Disney Productions. Langley, BC: Magic Lantern Productions.

Disney's most popular safety video series, with awards from the National Safety Council, American Automobile Association and International Festival of Red Cross and Health Films. Jiminy Cricket is the safety instructor as he gives life-saving lessons on: developing personal skills, staying safe in traffic, taking playtime precautions, being aware of hazards and developing responsibility for one's own behaviour.

I'm no fool in a car — A story with practical safety facts. Two young earthlings offer an alien visitor expert advice on staying safe in and around automobiles. (15 minutes, live action)

I'm no fool in an emergency — When a policeman sustains a head injury in pursuit of their extraterrestrial friend Screech, Ben watches over the unconscious officer while Lisa and Screech head for a phone to dial 911. (13 minutes, live action)

I'm no fool in unsafe places — Special effects and Disney animation combine to deliver essential safety information about swimming pools, street corners and railroad crossings. (15 minutes, live action)

I'm no fool with safety at school — With the advice of Jiminy Cricket, Pirocchio goes to an elementary school to learn about safety on the playground and in the classroom from his classmates and teacher. (13 minutes, live action)

Keeping house. Windsor, ON:
Attainment Co.

An introductory housekeeping and domestic skills program. Teaches key routines in sequence, like clearing the table, putting leftovers away and washing dishes.

Picture set — Teaches domestic skills step-by-step by following picture sequences. Simply arrange activities in order, place them in a pocketbook or on display pages and perform them at the site where they occur. Includes routine cards, pocketbook, display pages and illustrated step pages.

Curriculum — Sets lesson plans and shows how to use materials. Training strategies are easy to follow with clear directions and task analyses. Has supportive materials, such as home contact and questionnaire forms, goal and assessment sheets and progress reports. Includes instructor's guide and resource file.

Video — Mary and friends plan a party but find they have a lot of preparing to do first. They have to clean the house, buy party supplies and get dressed up. Domestic skills performed correspond to the curriculum. Motivational video blends entertainment with instruction.

The Language of toys (1988) by Sue Schwartz & Joan E. Helier Miller. Downsview, ON: Monarch Books of Canada (Woodbine House, U.S.A.). ISBN 0-933149-08-5.

This book explains to parents and teachers how to use everyday toys, both manufactured and homemade, to create activities that stimulate special needs children to develop and improve their language skills.

Learn to cut (1987) by Robin R. Wolfe. Tucson, AZ: Communication Skill Builders. ISBN 0-88450-994-X.

This developmentally sequenced program teaches cutting skills and shape recognition simultaneously. In Part 1, eight types of cutting skills are presented in a hierarchy of steps. For each task, IPP objectives are stated and pre- and post-tests worksheets and recording sheets are given. Part 2 contains patterns for 61 individual art projects, including 25 holiday cutting activities. All materials are reproducible.

Lee, the rabbit with epilepsy (1989) by Deborah M. Moß. Downsview, ON: Monarch Books of Canada. ISBN 0-933149-32-8.

This book tells the story of Lee and her family as they face the challenges of epilepsy. From Lee's first seizure and initial visits to the doctor, through her diagnosis and treatment, the book explains epilepsy directly to children — not only to the child who has epilepsy, but to brothers, sisters and friends as well. The story of Lee reassures the entire family with a positive yet realistic look at epilepsy.

Life centered career education: a competency based approach (4th edition) (1993) by Donn E. Brolin (ed.). Reston, VA: The Council for Exceptional Children. ISBN 0-86586-241-9.

This text provides the framework for building a comprehensive and systematic effort for infusing LCCE skills into academic subjects. The guide contains the most current set of transitional objectives and units for the 97 LCCE subcompetencies. Includes the Competency Rating Scale and IPP

Forms with transition components. This updated 1993 version keeps all the familiar components of earlier editions but also includes essential references to the Complete LCCE Package, the new LCCE Video-Training Package and transition requirements for the IPP.

Life skills activities for special children (1992) by Darlene Mannix. The Center for Applied Research in Education, Business Information and Publishing Division. ISBN 0-87628-547-7.

This resource provides a collection of practical, easy-to-use, open-ended activities to assist in teaching life skills to students with special needs. Skills required for independent living are addressed including: basic survival skills, personal independence and getting along with others. Materials could be used as a social studies unit for younger students, portions could supplement current events for older students, oral discussion or thinking time, social skills training, as well as specific academic needs such as vocabulary enrichment or reading. Over 100 ready-to-use lessons and reproducible blackline master worksheets are provided.

Life skill games series I. Windsor, ON: Attainment Co.

Eight games add to the life skills curriculum and can be used at school or home. Every game includes a program guide, workbook and game materials. For upper elementary to senior high school classes.

All about you game — Features interpersonal skills like introducing yourself and respecting others.

Behavior skills game — Features self-control strategies and being responsible.

Community skills game — Features safety signs, finding a restroom and other essential community skills.

Cooking class game — Features kitchen safety, sanitation and food preparation skills.

Eating skills game — Features table manners and mealtime conversation.

Looking good game — Features personal appearance skills.

Workplace skills game — Features social skills needed at work.

You tell me game — Features personal information like knowing your address.

Looking good. Windsor, ON: Attainment Co.

An introductory personal care program, ideal for nonreaders in Grades 1-12. Teaches routines in sequence like washing hands, brushing teeth and combing hair.

Picture set — Illustrated cues teach users self-care skills step-by-step by following picture sequences. Simply arrange activities in order, place them in a pocketbook or on display pages and perform at the site where they occur. Includes routine cards, pocketbook, display pages and illustrated step pages.

Curriculum — Sets lesson plans and shows how to use materials. Training strategies are easily implemented by following clear directions and task analyses. Has supportive materials, like home contact and questionnaire forms, goal and assessment sheets and progress reports. Includes instructor's guide and resource file.

Video — Mary and friends meet for pizza after school. Viewers see the steps each takes to get ready for their rendezvous. Personal care skills performed correspond to the curriculum. Motivational video blends entertainment with instruction.

Look 'n cook (1985) by Ellen Sudol. Verona, WI: Attainment Company Inc., Educational Training Materials.

This program consists of a cookbook, lesson plans and two videos. Each is available separately. *Look 'n cook* features step-by-step, picture-based instruction for 80 recipes. Lesson plans include instruction on how to set a table, serve the food, safety tips, proper use of kitchen equipment, cooking terms and meal planning. Videos supplement the lesson plans.

My paint and talking coloring books (1994). Winooski, VT: Laureate Learning Systems, Inc.

My paint is an easy-to-use Apple or IBM computer drawing program that enables students with disabilities to create beautiful, personalized artwork. Large menu icons offer a variety of colours, different brush sizes, a mirror option, a fill tool, an eraser and many other special effects. Press on the mouth icon and it even talks!

The *Talking Coloring Books* computer programs provide a straightforward way to reinforce vocabulary and language concepts. Children can use either a touch screen or a mouse to access the programs.

My town: language activities of daily living by Barbara Couse Adams. Distributed by Insight Media Centre. ISBN 1-56405-033-5.

This program offers a motivating way to learn language commonly used in a community. Each of the four activities can be carried out in six familiar settings: doctor's office, dentist's office, restaurant, park, city neighbourhood and suburban neighbourhood. It familiarizes children and adults with over 100 items in their community.

Passports to independence. Milwaukee, WI: Crestwood Company, Communication Aids for Children and Adults.

These resources are tools for providing increased opportunities for communication, vocabulary building and identification, classification skills, sequencing and can be useful as memory aids. This series of pictures include: Fast Food Passport, 44 pictures useful for ordering food; Casual Dining Passport, 135 restaurant pictures; Supermarket Pictures, 315 pictures of common products; Personal Needs Passport, 47 pictures of clothing and personal items; Shopping Center Passport, 270 pictures of items purchased in a variety of stores; School Passport, basic vocabulary of schools; and Recreation Passport, 225 pictures related to sports and recreation.

Picture prompt cards. Windsor, ON: Attainment Co.

These illustrated cards can be used to make a picture list of things to do, or as communication cues. Useful for making shopping lists, personalized

picture menus and personal care routines or making a picture schedule covering all the day's activities.

Includes 240 Shopping Cards, 144 Select-A-Meal Cards and 192 Daily Activity Cards; marking set; storage boxes. Grades 1-12.

Pre-dressing skills (1983) by Marsha D. Klein. Tucson, AZ: Communication Skill Builders. ISBN 0-88450-868-4.

This workbook is designed for preschool and special education teachers, occupational and physiotherapists and nurses to use as a self-teaching tool. The manual discusses the developmental sequence of learning specific dressing and undressing skills. It provides practical, task-analyzed teaching techniques and describes adaptive techniques and equipment available for students and adults with physical disabilities.

Pre-scissor skills (1990) by Marsha D. Klein. Tucson, AZ: Communication Skill Builders. ISBN 0-88450-967-2.

The author discusses the developmental stages of scissor use and explains how to assess each student's skill level so that instruction can be targeted to the current level of performance. She shares techniques and adaptations, and describes games and activities in which students can practise scissor skills. Guidelines are given for drawing up an individual pre-scissor program for each student. Reproducible materials.

Pre-writing skills (1990) by Marsha D. Klein. Tucson, AZ: Communication Skill Builders. ISBN 0-88450-822-6.

The author discusses the developmental stages of writing and explains how to assess each student's skill level so that instruction can be targeted to the current level of performance. She shares techniques and adaptations, and describes some activities in which students can practise pre-writing skills. Guidelines are given for drawing up an individual pre-writing program for each student.

The Special artists' handbook (1984) by Susan Rodriguez. Distributed by Addison-Wesley Publishing Ltd. ISBN 0-86651-476-7.

This *Handbook* is organized for easy use into four major sections:

I - THE HANDICAPS. Information identifying the characteristic traits of major handicapping conditions.

II - ART ACTIVITIES. More than 50 detailed projects with specific suggestions for tailoring them to each exceptionality.

III - ADAPTIVE AIDS AND MATERIALS. Instructions for easy-to-make aids that enable students with disabilities to participate in lessons, plus materials for sensory and tactual enrichment.

IV - THE ART CLASSROOM. Discussion of important environmental accommodations, including furniture, lighting, tools, equipment, storage and display requirements, as well as critical safety concerns.

Steps to independence: a skills training guide for parents and teachers of children with special needs (1989) by Bruce Baker, Alan Brightman, Jan Blacher, Louis Heifetz, Stephen Hinshaw & Diane Murphy. Baltimore, MD: Paul H. Brookes Publishing. ISBN 1-55766-006-9.

This resource offers a step-by-step approach for teaching students with disabilities the get-ready, self-help, toilet training, play, advanced self-care, home-care and information skills that are necessary for independence. Case examples, sample activities and timesaving record-keeping forms are provided. Instructional strategies, specific activities and behavioural management strategies are featured.

The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities (1989) by Alison Ford & Roberta Schnorr (eds.). Baltimore, MD: Paul H. Brookes Publishing Co. ISBN 1-5576-027-1.

This curriculum is suitable for students from kindergarten through age 21. Practical implementation strategies are included to assist in the teaching of skills that are directly related to the expectations and demands of the community in the context of integrated school settings. The principles of individualized instruction and home-school collaboration are vital components. The scope and sequence charts included in each community living chapter provide a framework for the selection of goals, within typical age expectations, noting when instructional opportunities most naturally occur and can reasonably be

incorporated into a student's program. A detailed application is provided in the book's companion volume, the *Syracuse curriculum revision manual*, available separately.

Systematic teaching and educational planning manual: teacher resource (1989) by Edmonton Public Schools. Edmonton, AB: Edmonton Public School District No. 7.

The manual provides strategies for the assessment of educational needs, instructional methods, task analysis, student recording, classroom organization, building the classroom team, community based instruction and five approaches to the management of behaviour.

Talking pictures. Milwaukee, WI: Crestwood Company, Communication Aids for Children and Adults.

Talking pictures is designed to provide a basic means of communication for individuals who have difficulty expressing their needs orally and cannot be understood by others. The pictures can also be used as a tool to improve auditory and visual comprehension. These pictures are available in picture card format or in sticker format. Kit I contains 115 functional picture cards illustrating survival living needs. Kit II contains 220 picture cards of school and community needs. Kit III contains vocabulary related to food, clothing and shelter. Plastic picture holders, a variety of portable books and communication boards for displaying the symbols are also available. These pictures are also useful in conjunction with the *Bridge reading kit* for developing functional reading skills.

Touch math: the touchpoint approach to teaching basic math computation (4th edition) (1991). Colorado Springs, CO: Innovative Learning Concepts, Inc. Phone 1-800-888-9191, Colorado Springs, Colorado, for a free catalogue and a free viewing of the *Touch math* video training tape.

Touch math emphasizes multi-sensory learning to introduce math concepts to students.

This edition has been expanded to include nine kits, one each for number concepts, addition, subtraction, sequence counting, multiplication/division, place value, shapes and sizes, time and money. Together they incorporate over 1 500 fact mastery activity masters and teaching aids, all designed to make math a positive, non-threatening and active experience.

Each kit consists of sets of blackline masters, progress tests complete with answer keys, fact activity mastery pages and other teaching aids, a Kit Guide and a Touch Math Instruction Manual. Their contents are organized into four sections: Primary Activity Masters, Ancillary Activity Masters, Teaching Aids and Reference Documents.

Wings to fly (1993) by Sally D. Bailey. Distributed by Monarch Books of Canada. ISBN 0-933149-58-1.

This is a handbook for special education and drama teachers at the elementary through high school levels. It describes practical techniques and lesson plans to teach drama to students with a wide array of special needs in an academic and theatre setting. Readers also learn about the therapeutic and educational benefits of theatre arts – how children and young adults gain self-confidence, sharpen their communication skills, discover how to be team players and find new ways to express themselves.

Section VI Publishers' Addresses

Addison-Wesley Publishing Ltd.
26 Prince Andrew Place
P.O. Box 580
Don Mills, ON M3C 2T8
Telephone: 1-800-387-8028

Attainment Company Inc.
P.O. Box 354
Windsor, ON N9A 6K7
Telephone: 1-800-327-4269

Carson-Dellosa Publishing
Company, Inc.
P.O. Box 35665
Greensboro, NC 27425-5665
USA
Telephone: (910) 632-0084

The Center for Applied Research
in Education
P.O. Box 430
West Nyack, NY 10994
USA
Telephone: (201) 767-5937

Communication Skill Builders
a division of the Psychological
Corporation
Canadian Distributor:
Harcourt Brace Company Canada Ltd.
#55 Horner Avenue
Toronto, ON M8Z 4X6
Telephone: 1-800-387-7278

The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091-1589
USA
Telephone: (703) 620-3660

Crestwood Company
Communication Aids for Children
and Adults
6625 North Sidney Place
Milwaukee, WI 53209-3259
USA
Telephone: (414) 352-5678

Curriculum Associates
Canadian Distributor:
Virginia Wood
1408 Crescent Road N.W.
Calgary, AB T2M 4B1
Telephone: (403) 282-2441

Edmonton Public Schools
Curriculum Department
Centre for Education
One Kingsway Avenue
Edmonton, AB T5H 4G9
Telephone: (403) 429-8000

Human Kinetics Publications
P.O. Box 5076
Champaign, IL 61825-5076
USA
Telephone: (217) 351-5076

Innovative Learning Concepts, Inc.
6760 Corporate Drive
Colorado Springs, CO 80919-19999
USA
Telephone: 1-800-883-9191

Insight Media Centre
10501 - 125B Street
Surrey, BC V3V 5A8
Telephone: (604) 581-2420

J. Weston Walch
See Canadian Distributor:
Mind Resources Inc.

Laureate Learning Systems, Inc.
110 East Spring Street
Winooski, VT 05404-1898
USA
Telephone: (802) 655-4755

LinguiSystems Alberta Representative:
Virginia Wood
1408 Crescent Road N.W.
Calgary, AB T2M 4B1
Telephone: (403) 282-2441

Magic Lantern Communications Ltd.
775 Pacific Road, Unit 38
Oakville, ON L6L 6M4
Telephone: 1-800-263-1717

Magic Lantern Communications Ltd.
19949 - 56 Avenue
Langley, BC V3A 3Y2
Telephone: 1-800-263-1818

Mind Resources Inc.
P.O. Box 126
Kitchener, ON N2G 3W9
Telephone: (519) 895-0330

Monarch Books of Canada
5000 Dufferin Street, Unit K
Downsview, ON M3H 5T5
Telephone: 1-800-404-7404

The Ontario Institute for Studies
in Education (OISE Press)
252 Bloor Street West
Toronto, ON M5S 1V6
Telephone: (416) 926-4723

Paul H. Brookes Publishing Co.
Canadian Distributor:
Copp Clark Longman
2775 Matheson Boulevard East
Mississauga, ON L4W 4P7
Telephone: (905) 238-6074 or
1-800-263-4374

Prentice-Hall, Canada, Inc.
1870 Birchmount Road
Scarborough, ON M1P 2J7
Telephone: 1-800-567-3800

Prentice-Hall, Inc.
113 Sylvan Avenue, Route 9W
Englewood Cliffs, NJ 07632
USA
Telephone: (201) 592-2000

Pro-ed
See Canadian Distributor:
Mind Resources Inc.

Psycan
P.O. Box 290, Station V
Toronto, ON M6R 3A5
Telephone: 1-800-263-3558

Research Press
60 Rankin Street
Waterloo, ON N2V 1V9
Telephone: 1-800-265-3375

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Suite 403, 77 Mowat Avenue
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Section VII

Footnote References

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- ⁵ *Community-based curriculum: instructional strategies for students with severe handicaps* (p. 48), by M. A. Falvey, 1989, Baltimore, MD: Paul H. Brookes.
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- ⁷ *Homecoming model* (p. 67), by J. S. Thousand, et al., 1986, Burlington, VT: University of Vermont.
- ⁸ ECSS Educational and Counselling Support Services (1995). 11232 - 100 Avenue, Edmonton, AB T5K 0H9. Telephone: (403) 482-3277. Contacts: Dr. Graham Ross or Patricia Schuster.
- ⁹ ECSS Educational and Counselling Support Services (1995). 11232 - 100 Avenue, Edmonton, AB T5K 0H9. Telephone: (403) 482-3277. Contacts: Dr. Graham Ross or Patricia Schuster.
- ¹⁰ *Best practices in mild mental retardation* (p. 349), by J. R. Patton, E. A. Polloway, G. A. Robinson and L. R. Sargent. 1989, Reston, VA: Council for Exceptional Children.
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