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2019 Mississippi Alternate Academic Achievement Standards for Life Skills Development I & II

Effective Date: 2019-2020 School Year

2019 Mississippi Alternate Academic Achievement Standards for Life Skills Development I & II

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Acknowledgements

Introduction

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

In special education, prompting is often used to mean a system of structured cues to elicit desired behaviors that otherwise would not occur. In order to clearly communicate that teacher assistance is permitted during instruction of the MS AAAS and is not limited to structured prompting procedures. Guidance and support during instruction should be interpreted as teacher encouragement, general assistance, and informative feedback to support the student.

Purpose

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

Implementation

The *Mississippi Alternate Academic Achievement Standards for Life Skills Development I & II* will be piloted during the 2019-2020 school year.

2019 Mississippi Alternate Academic Standards for Life Skills Development I & II

Research and Background Information

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

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

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

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

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

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

2. Social and communication: Social and communication skills are those skills necessary for communicating and interacting with others. The social and communication domain of Life Skills Development I focuses on teaching students to use self-management to improve decision-making, self-control, time management, and organizational and problem-solving skills.
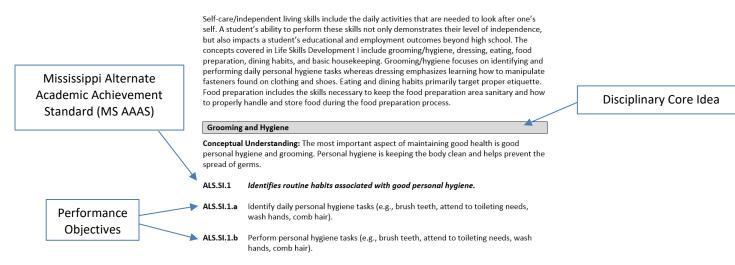
3. Self-determination: Self-determination is a person's ability to take control of his or her life. This domain focuses on developing self-advocacy skills by identifying personal preferences, interests, strengths, and limitations as bases for decision-making.
4. Transition planning/community participation: The transition planning/community participation domain focuses on the personal safety skills that students need to participate in the community and access support services.

Structure of the Standards Document

The Standards Document is divided into the following four categories:

1. Content strand: The Life Skills Development content strands are organized into four domains: (1) self-care/independent living, (2) social and communication, (3) self-determination, and (4) transition planning/community participation.

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

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

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

Domain: Self-Care/Independent Living

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

Grooming and Hygiene

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

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

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

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

Mississippi Alternate Academic Achievement Standard (MS AAAS)

Disciplinary Core Idea

Performance Objectives

Support Documents and Resources

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

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Life Skills Development I

Life Skills Development I, a one-credit course, is offered to students who are determined to have a significant cognitive disability (SCD). This course is a requirement for students who are working toward achieving an alternate diploma, which is documented in the student's individualized education program (IEP).

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

The course standards are grouped into four general domains: (1) self-care/independent living; (2) social and communication; (3) self-determination; and (4) transition planning/community participation.

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

Life Skills Development I

DOMAIN: SELF-CARE/INDEPENDENT LIVING

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

Grooming and Hygiene

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

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

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

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

Dressing

Conceptual understanding: Dressing skills, at first glance, may seem like an issue for the home. But consider the dressing tasks that take place at school—students need to manage their jackets and outerwear, and they also need to manage their clothing when they use the restroom and when they need to remove or replace a sweater when too hot or cold. Being able to independently perform these tasks increases students' quality of life, allows them greater school participation, and improves postsecondary chances to obtain gainful employment.

ALS.SI.2   *Manages fasteners on clothing and shoes (i.e., snaps, buttons, hook and loop, zippers, buckles, and shoe laces)*

ALS.SI.2.a Manipulate snaps, hook and loop, and zippers on clothing and shoes

ALS.SI.2.b Manipulate buttons and buckles on clothes, belts, and shoes

ALS.SI.2.c Tie and untie shoelaces

Eating

Conceptual understanding: Students with significant cognitive disabilities often need additional instruction to understand social cues, to respond appropriately in social situations, and to initiate age-appropriate interactions with peers and adults. A real-life social activity is dining. Dining involves proper etiquette, personal hygiene, mathematics, and social skills. Providing social skills training and real-life dining experiences for students with significant cognitive disabilities can provide many opportunities for students to learn appropriate interaction with peers and authority figures, to recognize social cues, and to learn social competence. Good manners are part of understanding social cues and expectations. Emphasizing that good manners should be used at every meal, even when dining alone, makes good etiquette natural and habitual.

ALS.SI.3 *Practices proper etiquette during meals*

ALS.SI.3.a Identify edible and inedible foods, edible parts of plants and other foods, and garnishes served on dishes (e.g., spoiled food, green tops are removed from carrots, bones are removed from steaks and fish, kale and parsley garnishes on dishes, etc.)

ALS.SI.3.b Differentiate between finger foods and foods that are eaten with utensils, and appropriately use a fork and a spoon when applicable

ALS.SI.3.c Practice proper etiquette when chewing and swallowing food with the applicable use of a napkin

Conceptual understanding: Students need to be aware that there are manners for drinking beverages at meals and social gatherings, such as not gulping or taking a drink with food in their mouths. Students not only need practice opening certain beverage containers, but they also need to know when it is appropriate to drink directly from the container or when to pour the beverage into a glass. It is also important that students learn how to properly drink from a fountain as this may be their only source for quenching their thirst when in public.

ALS.SI.4 *Appropriately identifies and utilizes with proper etiquette glassware, drinkware, and drinking fountains in a variety of settings*

ALS.SI.4.a Identify the appropriate glassware or drinkware (e.g., glasses for water, teacups for tea, mugs for coffee, etc.)

ALS.SI.4.b Utilize appropriate glassware or drinkware with proper etiquette

ALS.SI.4.c Demonstrate the ability to open and utilize beverages in a variety of packaging

ALS.SI.4.d Utilize a water fountain for a drink of water

Food Preparation

Conceptual understanding: Practicing proper hygiene, being able to cook and cool food safely, and understanding problems of cross-contamination are necessary life skills that students need in order to live healthy and safe lives as they transition to a more independent living situation.

ALS.SI.5   *Initiates and completes a cleanup routine after food preparation*

ALS.SI.5.a Identify and practice good hygiene during meal preparation and food interactions

ALS.SI.5.b Identify foods that need to be washed prior to eating

ALS.SI.5.c Identify foods that require refrigeration and foods that are stored in a pantry or cupboard

ALS.SI.5.d Identify the expiration date or shelf life of common foods

Conceptual understanding: Kitchen safety, cleaning food preparation areas, and storing and preparing food are important daily-living skills. Students should learn the basic food safety principles that apply to food preparation and storing leftover hot and cold foods as a means of reducing the risk of food-borne illness.

ALS.SI.6.   *Demonstrates the appropriate storage and safe handling of food before, during, and after meal preparation*

ALS.SI.6.a Wash, dry, and store away all kitchen utensils, pots, dishes, and appliances after a preparing and enjoying a meal

ALS.SI.6.b Clean kitchen surfaces after meal preparation

ALS.SI.6.c Appropriately store or discard leftover food after a meal

Dining Habits

Conceptual understanding: Learning how to set the table increases home and community participation. This activity can also be used to introduce table etiquette and social dining skills. These skills can be practiced in preparation for a snack or lunch by giving students the opportunity to set the table and determine how many place settings are needed.

ALS.SI.7 *Arranges a place setting for a meal and utilizes appropriate utensils (e.g., flatware or silverware, dishes, serving pieces, etc.)*

ALS.SI.7.a Identify the items used for a place setting (e.g., charger, dinner plate, butter dish, salad plate, appetizer plate, soup bowl, serving dishes, etc.)

ALS.SI.7.b Identify the application or use of utensils (e.g., flatware or silverware)

ALS.SI.7.c Arrange a place setting appropriately on a table

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

ALS.SI.8 *Given a social setting and a meal, identifies when to remove the napkin, begin eating, and practice proper table etiquette*

ALS.SI.8.a Given a social setting and meal, identify when to remove the napkin from the table or plate and place it into his or her lap (e.g., if dining out, one should place the napkin in his or her lap immediately, and if attending a dinner party, follow the lead of the host or hostess)

ALS.SI.8.b Given a social setting and meal, identify when to begin eating (e.g., if attending a private dinner party, begin eating once the host or hostess begins eating; if at a buffet, begin eating when others at your table are seated)

ALS.SI.8.c Given a social setting and meal, practice proper etiquette when passing and requesting dishes, bread, condiments, or salt and pepper during dining (i.e., ask that condiments be passed from the person closest to the item, pass salt and pepper together, use serving utensils to lift food from serving dishes, pass dishes in a counter-clockwise flow)

Housekeeping

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

ALS.SI.9 *Demonstrates housekeeping skills*

ALS.SI.9.a Demonstrate the ability to sweep or vacuum floors and discard collected debris

ALS.SI.9.b Demonstrate the ability to take out trash (e.g., remove the trash from the trash can, tie the bag, carry it out to the receptacle bin, replace it with a new trash bag)

ALS.SI.9.c Practice using appropriate materials to dust and clean furniture, baseboards, and other surfaces

ALS.SI.9.d Practice organizing and storing like items together to create a well-organized, clean, and safe environment

DOMAIN: SOCIAL AND COMMUNICATION

Social and communication skills are the skills necessary for communicating and interacting with others, such as responding to others, following directions, indicating preferences, and expressing oneself. It is important that students learn how to properly interact with others in a variety of situations (e.g., home, school, work, and leisure-time activities). The social and communication domain of Life Skills Development I focuses solely on interpersonal skills.

Self-Management

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

ALS.SC.1 *Identifies and applies self-management skills in response to situational demands*

ALS.SC.1.a Recognize when the student or someone else is becoming angry or stressed and take appropriate action to deal with the situation in a positive way (e.g., take a walk, exercise, ask for a break, get enough rest, breathe slowly and relax, calm down and then communicate, etc.)

ALS.SC.1.b Identify triggers for anger and stress (e.g., being treated unfairly, responding to time pressure, experiencing dishonesty, experiencing disappointment, experiencing threats to self-esteem, experiencing instances of prejudice and discrimination, getting attacked, etc.)

Conceptual understanding: Students can use self-management strategies to increase social, adaptive, and language/communication skills. Specific strategies may include giving compliments to others, responding to others and sharing, initiating interactions, and conversing with others.

ALS.SC.2 *Engages in reciprocal communication with others and demonstrates respect for others and their property*

ALS.SC.2.a Engage in reciprocal communication with others by asking reciprocal questions, staying on topic, initiating conversations, and making clear to others that the student is listening

ALS.SC.2.b Identify ways to demonstrate self-respect

ALS.SC.2.c Identify ways to demonstrate respect for others

ALS.SC.2.d Identify ways to demonstrate respect for others' property

DOMAIN: SELF-DETERMINATION

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

Self-Advocacy

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

ALS.SD.1 *Develops self-advocacy skills by demonstrating awareness of personal preferences, interests, strengths, and limitations*

ALF.SD.1.a Demonstrate awareness of personal preferences and interests

ALF.SD.1.b Demonstrate awareness of strengths and limitations

Conceptual understanding: Students can make choices and advocate for themselves if they have the information and support they need. Self-advocacy involves making informed decisions and taking responsibility for those decisions. When students are aware of their personal preferences, interests, strengths, and limitations, they are able to participate in decisions that are being made about their lives, such as transition planning.

ALS.SD.2. *Develops self-advocacy skills by considering multiple options and anticipates consequences for decisions when making choices*

ALS.SD.2.a Identify and differentiate between wants and needs

ALS.SD.2.b Make choices based on preferences, interests, wants, and needs, and consider multiple options to anticipate consequences for decisions

DOMAIN: TRANSITION PLANNING/COMMUNITY PARTICIPATION

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

Personal Safety

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

ALS.TP.1 *States and observes rules of personal safety*

ALS.TP.1.a Identify the best practices to maintain personal safety (e.g., operate a GPS or map application with home address, notify a trusted adult of location, give only trusted adults personal information, call 911 in case of an emergency, etc.)

Life Skills Development II

Life Skills Development II, a one-credit course, is offered to students who are determined to have a significant cognitive disability (SCD). This course is a requirement for students who are working toward achieving an alternate diploma, which is documented in the student's individualized education program (IEP).

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

The course standards are grouped into four general domains: (1) self-care/independent living; (2) social and communication; (3) self-determination; and (4) transition planning/community participation.

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

DOMAIN: SELF-CARE/INDEPENDENT LIVING

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

Clothing Care

Conceptual understanding:

ALS.SI.10. *Practices basic laundering skills (e.g., washing, drying, hanging/folding)*

ALS.SI.10.a Perform the steps for preparing clothes for laundering (e.g., following garment care recommendations, sorting)

ALS.SI.10.b Perform the steps for operating a washing machine (e.g., proper loading, selecting the appropriate cycle, adding detergent)

ALS.SI.10.c Perform the steps for operating a dryer (e.g., cleaning the lint trap, loading the dryer, selecting the appropriate setting, removing clothes when the cycle is done)

ALS.SI.10.d Practice washing clothes by hand

Dressing

Conceptual understanding:

ALS.SI.11. *Dresses appropriately for various occasions and conditions, such as weather*

ALS.SI.11.a Select clothing appropriate for various occasions and conditions, such as weather

ALS.SI.11.b Adjust clothing to maintain personal appearance (e.g., tuck in shirt, zip fly, fix collar)

ALS.SI.11.c Demonstrate knowledge of clothing and shoe size

Dining Habits

Conceptual understanding:

ALS.SI.12   *Practices skills appropriate for dining in a restaurant*

ALS.SI.12.a   Order a meal from the restaurant menu

ALS.SI.12.b   Practice proper dining etiquette and table manners (e.g., when to eat, napkin in lap, passing condiments)

ALS.SI.12.c   Pay for a meal

Grocery Shopping

Conceptual understanding:

ALS.SI.13   *Performs tasks associated with purchasing groceries*

ALS.SI.13.a   Prepare a grocery list

ALS.SI.13.b   Navigate the grocery store (e.g., use shopping cart, locate items on a list)

ALS.SI.13.c   Complete checkout process (e.g., get in line, put items on conveyor belt, pay cashier, exit store with items)

ALS.SI.13.d   Appropriately store food items

Food Preparation

Conceptual understanding:

ALS.SI.14   *Performs tasks associated with preparing a meal*

ALS.SI.14.a   Follow meal preparation instructions

ALS.SI.14.b   Demonstrate an understanding of common cooking terms

ALS.SI.14.c   Utilize common kitchen tools effectively and safely (e.g., can opener, measuring cups and spoons, timer)

ALS.SI.14.d   Operate kitchen appliances effectively and safely (e.g., cooktop, oven, microwave, toaster, dishwasher)

Home Maintenance

Conceptual understanding:

ALS.SI.15   *Demonstrates the ability to handle basic home maintenance*

ALS.SI.15.a   Demonstrate the ability to perform minor home maintenance (e.g., unstop a toilet, change a lightbulb, replace a fuse or flip a breaker)

ALS.SI.15.b   Practice preventative measures to avoid maintenance issues (e.g., stopped up sinks and toilets, avoiding insects and mice)

ALS.SI.15.c   Practice the proper maintenance of household equipment and appliances (e.g., change vacuum cleaner bags, replace AC filters)

ALS.SI.15.d   Identify who to call for various home repairs

Time Management
Conceptual understanding:

ALS.SI.16   *Practices following a schedule to complete a daily routine*

ALS.SI.16.a   Utilize a schedule to complete a daily routine

ALS.SI.16.b   Stay on task for a predetermined amount of time

ALS.SI.16.c   Utilize methods for keeping track of time

ALS.SI.16.d   Schedule an appointment or meeting

Personal Finance
Conceptual understanding:

ALS.SI.17   *Identifies and practices tasks associated with making purchases*

ALS.SI.17.a   Practice various methods used to purchase items (e.g., cash, debit card, credit card, checks)

ALS.SI.17.b   Practice calculating change

ALS.SI.17.c   Identify ways to safeguard financial information when making purchases (e.g., online, PIN number, checks)

DOMAIN: SOCIAL AND COMMUNICATION

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

Interpersonal Skills

Conceptual understanding:

ALS.SC.3 *Demonstrates responsible personal and social behavior*

ALS.SC.3.a Follow rules and safe practices in and out of class to ensure personal and group safety

ALS.SC.3.b Identify the characteristics needed to be a responsible friend and family member

ALS.SC.3.c Demonstrate ways to communicate care, consideration, and respect of self and others

ALS.SC.3.d Demonstrate healthy ways to express needs, wants, and feelings

ALS.SC.3.e Practice self-controlled behaviors in real or simulated situations

Conceptual understanding:

ALS.SC.4 *Practices interpersonal communication skills to manage conflicts (e.g., peer pressure, hurtful teasing, name calling)*

ALS.SC.4.a Identify situations that may lead to conflict

ALS.SC.4.b Practice refusal and negotiation skills

ALS.SC.4.c Demonstrate nonviolent strategies to resolve conflicts

ALS.SC.4.d Differentiate between negative and positive behaviors used in conflict situations

Conceptual understanding:

ALS.SC.5 *Practices appropriate social-sexual behavior*

ALS.SC.5.a Identify the appropriate means to gain attention or affection (e.g., avoid using sexual and/or seductive body language, suggestive verbalizations)

ALS.SC.5.b Differentiate between appropriate and inappropriate movement, touching, and/or gestures

ALS.SC.5.c Differentiate between public and private activities

ALS.SC.5.d Demonstrate an awareness of the appropriate place and time to engage in self-stimulating behavior

Conceptual understanding

ALS.SC.6 *Demonstrates understanding and respect for differences among people*

ALS.SC.6a Demonstrate a tolerance for individual differences (e.g., physical, cultural, linguistic, gender)

ALS.SC.6b Demonstrate an understanding that disability harassment is a civil rights issue

ALS.SC.6c Identify ways in which bystanders can help someone who is being bullied

DOMAIN: SELF-DETERMINATION

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

Decision-Making\Problem-Solving

Conceptual understanding:

ALS.SD.3 *Demonstrates the ability to implement a decision-making process*

ALS.SD.3.a Identify the steps in making a decision

ALS.SD.3.b Demonstrate the ability to make decisions based on students' personal preferences, interests, and abilities

ALS.SD.3.c Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively

Conceptual understanding:

ALS.SD.4 *Develops problem-solving skills*

ALF.SD.4.b Utilize various strategies to solve problems associated with daily living (e.g., negotiating obstacles, selecting appropriate clothing, selecting the appropriately sized container to store food/objects)

ALF.SD.4.a Differentiate between relevant and irrelevant information when presented with a problematic situation (e.g., social situations/problems)

Goal-Setting

Conceptual understanding:

ALF.SD.5 *Identifies and achieves personal and academic goals*

ALF.SD.5.a Prioritize needs

ALF.SD.5.b Set realistic personal and academic goals

ALF.SD.5.c Participate in developing a plan of action to meet personal and academic goals

ALS.SD.5.d Identify opportunities and barriers to achieving goals

ALS.SD.5.e Recognize when the modification of a plan is necessary to achieve goals (e.g., self-monitoring)

DOMAIN: TRANSITION PLANNING/COMMUNITY PARTICIPATION

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

Personal Safety

Conceptual understanding:

ALS.TP.2 *Demonstrates the ability to handle emergency situations*

ALS.TP.2.a Plan/follow an emergency route

ALS.TP.2.b Demonstrate fire safety

ALS.TP.2.b Plan how to handle adverse weather/nature-related events

Transition Planning

Conceptual understanding

ALS.TP.2 *Demonstrates knowledge of a transition plan*

ALS.TP.2.a Identify targeted postsecondary outcomes in the domains of education, employment, and independent living

ALS.TP.3.b Identify the "action steps" required to attain postsecondary goals

ALS.TP.2.b Identify the functional capabilities and limitations identified in transition assessment

Community Participation

Conceptual understanding: Community experiences are the best predictor of post-school success.

ALS.TP.4 **Demonstrates an awareness of the activities, events, and services available in their community (e.g., shopping, religious services, recreation programs, library, after-school programs)**

ALS.TP4.a Identify the activities, events, and services available in their community

ALS.TP.4.b Identify ways in which to find out about community activities, events, and services

ALS.TP.4.c Identify ways in which to access community activities, events, and services

ALS.TP.4.d Demonstrate an understanding of meaningful community participation and inclusion

ALS.TP.4.e Identify community resources aligned to individual interests

7 Miss. Admin. Code, Part 202

MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

2019 Mississippi Alternate Academic Achievement Standards for Life Skills Development I & II

Effective Date: 2019-2020 School Year

2019 Mississippi Alternate Academic Achievement Standards for Life Skills Development I & II

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Table of Contents

Acknowledgements

Introduction

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

In special education, prompting is often used to mean a system of structured cues to elicit desired behaviors that otherwise would not occur. In order to clearly communicate that teacher assistance is permitted during instruction of the MS AAAS and is not limited to structured prompting procedures. Guidance and support during instruction should be interpreted as teacher encouragement, general assistance, and informative feedback to support the student.

Purpose

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

Implementation

The *Mississippi Alternate Academic Achievement Standards for Life Skills Development I & II* will be piloted during the 2019-2020 school year.

2019 Mississippi Alternate Academic Standards for Life Skills Development I & II

Research and Background Information

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

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

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

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

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

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

6. Social and communication: Social and communication skills are those skills necessary for communicating and interacting with others. The social and communication domain of Life Skills Development I focuses on teaching students to use self-management to improve decision-making, self-control, time management, and organizational and problem-solving skills.
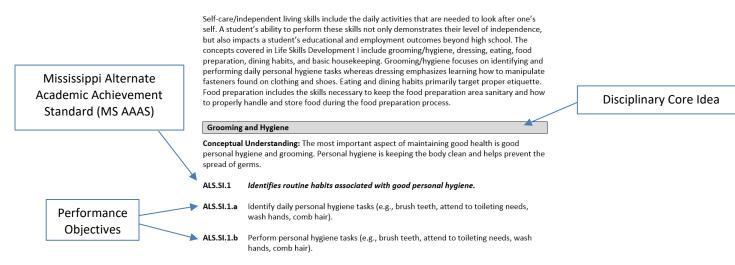
7. Self-determination: Self-determination is a person's ability to take control of his or her life. This domain focuses on developing self-advocacy skills by identifying personal preferences, interests, strengths, and limitations as bases for decision-making.
8. Transition planning/community participation: The transition planning/community participation domain focuses on the personal safety skills that students need to participate in the community and access support services.

Structure of the Standards Document

The Standards Document is divided into the following four categories:

5. Content strand: The Life Skills Development content strands are organized into four domains: (1) self-care/independent living, (2) social and communication, (3) self-determination, and (4) transition planning/community participation.

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

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

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

Domain: Self-Care/Independent Living

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

Mississippi Alternate Academic Achievement Standard (MS AAAS)

Disciplinary Core Idea

Grooming and Hygiene

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

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

Performance Objectives

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

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

Support Documents and Resources

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

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Life Skills Development I

Life Skills Development I, a one-credit course, is offered to students who are determined to have a significant cognitive disability (SCD). This course is a requirement for students who are working toward achieving an alternate diploma, which is documented in the student's individualized education program (IEP).

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

The course standards are grouped into four general domains: (1) self-care/independent living; (2) social and communication; (3) self-determination; and (4) transition planning/community participation.

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

Life Skills Development I

DOMAIN: SELF-CARE/INDEPENDENT LIVING

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

Grooming and Hygiene

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

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

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

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

Dressing

Conceptual understanding: Dressing skills, at first glance, may seem like an issue for the home. But consider the dressing tasks that take place at school—students need to manage their jackets and outerwear, and they also need to manage their clothing when they use the restroom and when they need to remove or replace a sweater when too hot or cold. Being able to independently perform these tasks increases students' quality of life, allows them greater school participation, and improves postsecondary chances to obtain gainful employment.

ALS.SI.2 *Manages fasteners on clothing and shoes (i.e., snaps, buttons, hook and loop, zippers, buckles, and shoe laces)*

ALS.SI.2.a Manipulate snaps, hook and loop, and zippers on clothing and shoes

ALS.SI.2.b Manipulate buttons and buckles on clothes, belts, and shoes

ALS.SI.2.c Tie and untie shoelaces

Eating

Conceptual understanding: Students with significant cognitive disabilities often need additional instruction to understand social cues, to respond appropriately in social situations, and to initiate age-appropriate interactions with peers and adults. A real-life social activity is dining. Dining involves proper etiquette, personal hygiene, mathematics, and social skills. Providing social skills training and real-life dining experiences for students with significant cognitive disabilities can provide many opportunities for students to learn appropriate interaction with peers and authority figures, to recognize social cues, and to learn social competence. Good manners are part of understanding social cues and expectations. Emphasizing that good manners should be used at every meal, even when dining alone, makes good etiquette natural and habitual.

ALS.SI.3   *Practices proper etiquette during meals*

ALS.SI.3.a Identify edible and inedible foods, edible parts of plants and other foods, and garnishes served on dishes (e.g., spoiled food, green tops are removed from carrots, bones are removed from steaks and fish, kale and parsley garnishes on dishes, etc.)

ALS.SI.3.b Differentiate between finger foods and foods that are eaten with utensils, and appropriately use a fork and a spoon when applicable

ALS.SI.3.c Practice proper etiquette when chewing and swallowing food with the applicable use of a napkin

Conceptual understanding: Students need to be aware that there are manners for drinking beverages at meals and social gatherings, such as not gulping or taking a drink with food in their mouths. Students not only need practice opening certain beverage containers, but they also need to know when it is appropriate to drink directly from the container or when to pour the beverage into a glass. It is also important that students learn how to properly drink from a fountain as this may be their only source for quenching their thirst when in public.

ALS.SI.4   *Appropriately identifies and utilizes with proper etiquette glassware, drinkware, and drinking fountains in a variety of settings*

ALS.SI.4.a Identify the appropriate glassware or drinkware (e.g., glasses for water, teacups for tea, mugs for coffee, etc.)

ALS.SI.4.b Utilize appropriate glassware or drinkware with proper etiquette

ALS.SI.4.c Demonstrate the ability to open and utilize beverages in a variety of packaging

ALS.SI.4.d Utilize a water fountain for a drink of water

Food Preparation

Conceptual understanding: Practicing proper hygiene, being able to cook and cool food safely, and understanding problems of cross-contamination are necessary life skills that students need in order to live healthy and safe lives as they transition to a more independent living situation.

ALS.SI.5   *Initiates and completes a cleanup routine after food preparation*

ALS.SI.5.a Identify and practice good hygiene during meal preparation and food interactions

ALS.SI.5.b Identify foods that need to be washed prior to eating

ALS.SI.5.c Identify foods that require refrigeration and foods that are stored in a pantry or cupboard

ALS.SI.5.d Identify the expiration date or shelf life of common foods

Conceptual understanding: Kitchen safety, cleaning food preparation areas, and storing and preparing food are important daily-living skills. Students should learn the basic food safety principles that apply to food preparation and storing leftover hot and cold foods as a means of reducing the risk of food-borne illness.

ALS.SI.6.   *Demonstrates the appropriate storage and safe handling of food before, during, and after meal preparation*

ALS.SI.6.a Wash, dry, and store away all kitchen utensils, pots, dishes, and appliances after a preparing and enjoying a meal

ALS.SI.6.b Clean kitchen surfaces after meal preparation

ALS.SI.6.c Appropriately store or discard leftover food after a meal

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Dining Habits

Conceptual understanding: Learning how to set the table increases home and community participation. This activity can also be used to introduce table etiquette and social dining skills. These skills can be practiced in preparation for a snack or lunch by giving students the opportunity to set the table and determine how many place settings are needed.

ALS.SI.7 *Arranges a place setting for a meal and utilizes appropriate utensils (e.g., flatware or silverware, dishes, serving pieces, etc.)*

ALS.SI.7.a Identify the items used for a place setting (e.g., charger, dinner plate, butter dish, salad plate, appetizer plate, soup bowl, serving dishes, etc.)

ALS.SI.7.b Identify the application or use of utensils (e.g., flatware or silverware)

ALS.SI.7.c Arrange a place setting appropriately on a table

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

ALS.SI.8 *Given a social setting and a meal, identifies when to remove the napkin, begin eating, and practice proper table etiquette*

ALS.SI.8.a Given a social setting and meal, identify when to remove the napkin from the table or plate and place it into his or her lap (e.g., if dining out, one should place the napkin in his or her lap immediately, and if attending a dinner party, follow the lead of the host or hostess)

ALS.SI.8.b Given a social setting and meal, identify when to begin eating (e.g., if attending a private dinner party, begin eating once the host or hostess begins eating; if at a buffet, begin eating when others at your table are seated)

ALS.SI.8.c Given a social setting and meal, practice proper etiquette when passing and requesting dishes, bread, condiments, or salt and pepper during dining (i.e., ask that condiments be passed from the person closest to the item, pass salt and pepper together, use serving utensils to lift food from serving dishes, pass dishes in a counter-clockwise flow)

Housekeeping

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

ALS.SI.9   *Demonstrates housekeeping skills*

ALS.SI.9.a Demonstrate the ability to sweep or vacuum floors and discard collected debris

ALS.SI.9.b Demonstrate the ability to take out trash (e.g., remove the trash from the trash can, tie the bag, carry it out to the receptacle bin, replace it with a new trash bag)

ALS.SI.9.c Practice using appropriate materials to dust and clean furniture, baseboards, and other surfaces

ALS.SI.9.d Practice organizing and storing like items together to create a well-organized, clean, and safe environment

DOMAIN: SOCIAL AND COMMUNICATION

Social and communication skills are the skills necessary for communicating and interacting with others, such as responding to others, following directions, indicating preferences, and expressing oneself. It is important that students learn how to properly interact with others in a variety of situations (e.g., home, school, work, and leisure-time activities). The social and communication domain of Life Skills Development I focuses solely on interpersonal skills.

Self-Management

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

ALS.SC.1 *Identifies and applies self-management skills in response to situational demands*

ALS.SC.1.a Recognize when the student or someone else is becoming angry or stressed and take appropriate action to deal with the situation in a positive way (e.g., take a walk, exercise, ask for a break, get enough rest, breathe slowly and relax, calm down and then communicate, etc.)

ALS.SC.1.b Identify triggers for anger and stress (e.g., being treated unfairly, responding to time pressure, experiencing dishonesty, experiencing disappointment, experiencing threats to self-esteem, experiencing instances of prejudice and discrimination, getting attacked, etc.)

Conceptual understanding: Students can use self-management strategies to increase social, adaptive, and language/communication skills. Specific strategies may include giving compliments to others, responding to others and sharing, initiating interactions, and conversing with others.

ALS.SC.2 *Engages in reciprocal communication with others and demonstrates respect for others and their property*

ALS.SC.2.a Engage in reciprocal communication with others by asking reciprocal questions, staying on topic, initiating conversations, and making clear to others that the student is listening

ALS.SC.2.b Identify ways to demonstrate self-respect

ALS.SC.2.c Identify ways to demonstrate respect for others

ALS.SC.2.d Identify ways to demonstrate respect for others' property

DOMAIN: SELF-DETERMINATION

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

Self-Advocacy

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

ALS.SD.1 *Develops self-advocacy skills by demonstrating awareness of personal preferences, interests, strengths, and limitations*

ALF.SD.1.a Demonstrate awareness of personal preferences and interests

ALF.SD.1.b Demonstrate awareness of strengths and limitations

Conceptual understanding: Students can make choices and advocate for themselves if they have the information and support they need. Self-advocacy involves making informed decisions and taking responsibility for those decisions. When students are aware of their personal preferences, interests, strengths, and limitations, they are able to participate in decisions that are being made about their lives, such as transition planning.

ALS.SD.2. *Develops self-advocacy skills by considering multiple options and anticipates consequences for decisions when making choices*

ALS.SD.2.a Identify and differentiate between wants and needs

ALS.SD.2.b Make choices based on preferences, interests, wants, and needs, and consider multiple options to anticipate consequences for decisions

DOMAIN: TRANSITION PLANNING/COMMUNITY PARTICIPATION

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

Personal Safety

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

ALS.TP.1 *States and observes rules of personal safety*

ALS.TP.1.a Identify the best practices to maintain personal safety (e.g., operate a GPS or map application with home address, notify a trusted adult of location, give only trusted adults personal information, call 911 in case of an emergency, etc.)

Life Skills Development II

Life Skills Development II, a one-credit course, is offered to students who are determined to have a significant cognitive disability (SCD). This course is a requirement for students who are working toward achieving an alternate diploma, which is documented in the student's individualized education program (IEP).

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

The course standards are grouped into four general domains: (1) self-care/independent living; (2) social and communication; (3) self-determination; and (4) transition planning/community participation.

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

DOMAIN: SELF-CARE/INDEPENDENT LIVING

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

Clothing Care

Conceptual understanding:

ALS.SI.10. *Practices basic laundering skills (e.g., washing, drying, hanging/folding)*

ALS.SI.10.a Perform the steps for preparing clothes for laundering (e.g., following garment care recommendations, sorting)

ALS.SI.10.b Perform the steps for operating a washing machine (e.g., proper loading, selecting the appropriate cycle, adding detergent)

ALS.SI.10.c Perform the steps for operating a dryer (e.g., cleaning the lint trap, loading the dryer, selecting the appropriate setting, removing clothes when the cycle is done)

ALS.SI.10.d Practice washing clothes by hand

Dressing

Conceptual understanding:

ALS.SI.11. *Dresses appropriately for various occasions and conditions, such as weather*

ALS.SI.11.a Select clothing appropriate for various occasions and conditions, such as weather

ALS.SI.11.b Adjust clothing to maintain personal appearance (e.g., tuck in shirt, zip fly, fix collar)

ALS.SI.11.c Demonstrate knowledge of clothing and shoe size

Dining Habits

Conceptual understanding:

ALS.SI.12 *Practices skills appropriate for dining in a restaurant*

ALS.SI.12.a Order a meal from the restaurant menu

ALS.SI.12.b Practice proper dining etiquette and table manners (e.g., when to eat, napkin in lap, passing condiments)

ALS.SI.12.c Pay for a meal

Grocery Shopping

Conceptual understanding:

ALS.SI.13 *Performs tasks associated with purchasing groceries*

ALS.SI.13.a Prepare a grocery list

ALS.SI.13.b Navigate the grocery store (e.g., use shopping cart, locate items on a list)

ALS.SI.13.c Complete checkout process (e.g., get in line, put items on conveyor belt, pay cashier, exit store with items)

ALS.SI.13.d Appropriately store food items

Food Preparation

Conceptual understanding:

ALS.SI.14 *Performs tasks associated with preparing a meal*

ALS.SI.14.a Follow meal preparation instructions

ALS.SI.14.b Demonstrate an understanding of common cooking terms

ALS.SI.14.c Utilize common kitchen tools effectively and safely (e.g., can opener, measuring cups and spoons, timer)

ALS.SI.14.d Operate kitchen appliances effectively and safely (e.g., cooktop, oven, microwave, toaster, dishwasher)

Home Maintenance

Conceptual understanding:

ALS.SI.15 *Demonstrates the ability to handle basic home maintenance*

ALS.SI.15.a Demonstrate the ability to perform minor home maintenance (e.g., unstop a toilet, change a lightbulb, replace a fuse or flip a breaker)

ALS.SI.15.b   Practice preventative measures to avoid maintenance issues (e.g., stopped up sinks and toilets, avoiding insects and mice)

ALS.SI.15.c   Practice the proper maintenance of household equipment and appliances (e.g., change vacuum cleaner bags, replace AC filters)

ALS.SI.15.d   Identify who to call for various home repairs

Time Management

Conceptual understanding:

ALS.SI.16   *Practices following a schedule to complete a daily routine*

ALS.SI.16.a   Utilize a schedule to complete a daily routine

ALS.SI.16.b   Stay on task for a predetermined amount of time

ALS.SI.16.c   Utilize methods for keeping track of time

ALS.SI.16.d   Schedule an appointment or meeting

Personal Finance

Conceptual understanding:

ALS.SI.17   *Identifies and practices tasks associated with making purchases*

ALS.SI.17.a   Practice various methods used to purchase items (e.g., cash, debit card, credit card, checks)

ALS.SI.17.b   Practice calculating change

ALS.SI.17.c   Identify ways to safeguard financial information when making purchases (e.g., online, PIN number, checks)

DOMAIN: SOCIAL AND COMMUNICATION

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

Interpersonal Skills

Conceptual understanding:

ALS.SC.3   *Demonstrates responsible personal and social behavior*

ALS.SC.3.a   Follow rules and safe practices in and out of class to ensure personal and group safety

ALS.SC.3.b   Identify the characteristics needed to be a responsible friend and family member

ALS.SC.3.c   Demonstrate ways to communicate care, consideration, and respect of self and others

ALS.SC.3.d   Demonstrate healthy ways to express needs, wants, and feelings

ALS.SC.3.e   Practice self-controlled behaviors in real or simulated situations

Conceptual understanding:

ALS.SC.4   *Practices interpersonal communication skills to manage conflicts (e.g., peer pressure, hurtful teasing, name calling)*

ALS.SC.4.a   Identify situations that may lead to conflict

ALS.SC.4.b   Practice refusal and negotiation skills

ALS.SC.4.c   Demonstrate nonviolent strategies to resolve conflicts

ALS.SC.4.d   Differentiate between negative and positive behaviors used in conflict situations

Conceptual understanding:

ALS.SC.5   *Practices appropriate social-sexual behavior*

ALS.SC.5.a   Identify the appropriate means to gain attention or affection (e.g., avoid using sexual and/or seductive body language, suggestive verbalizations)

ALS.SC.5.b   Differentiate between appropriate and inappropriate movement, touching, and/or gestures

ALS.SC.5.c   Differentiate between public and private activities

ALS.SC.5.d   Demonstrate an awareness of the appropriate place and time to engage in self-stimulating behavior

Conceptual understanding

ALS.SC.6   *Demonstrates understanding and respect for differences among people*

ALS.SC.6a   Demonstrate a tolerance for individual differences (e.g., physical, cultural, linguistic, gender)

ALS.SC.6b   Demonstrate an understanding that disability harassment is a civil rights issue

ALS.SC.6c   Identify ways in which bystanders can help someone who is being bullied

DOMAIN: SELF-DETERMINATION

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

Decision-Making\Problem-Solving

Conceptual understanding:

ALS.SD.3   *Demonstrates the ability to implement a decision-making process*

ALS.SD.3.a   Identify the steps in making a decision

ALS.SD.3.b   Demonstrate the ability to make decisions based on students' personal preferences, interests, and abilities

ALS.SD.3.c   Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively

Conceptual understanding:

ALS.SD.4   *Develops problem-solving skills*

ALF.SD.4.b   Utilize various strategies to solve problems associated with daily living (e.g., negotiating obstacles, selecting appropriate clothing, selecting the appropriately sized container to store food/objects)

ALF.SD.4.a   Differentiate between relevant and irrelevant information when presented with a problematic situation (e.g., social situations/problems)

Goal-Setting

Conceptual understanding:

ALF.SD.5   *Identifies and achieves personal and academic goals*

ALF.SD.5.a   Prioritize needs

ALF.SD.5.b   Set realistic personal and academic goals

ALF.SD.5.c   Participate in developing a plan of action to meet personal and academic goals

ALS.SD.5.d   Identify opportunities and barriers to achieving goals

ALS.SD.5.e   Recognize when the modification of a plan is necessary to achieve goals (e.g., self-monitoring)

DOMAIN: TRANSITION PLANNING/COMMUNITY PARTICIPATION

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

Personal Safety

Conceptual understanding:

ALS.TP.2 *Demonstrates the ability to handle emergency situations*

ALS.TP.2.a Plan/follow an emergency route

ALS.TP.2.b Demonstrate fire safety

ALS.TP.2.b Plan how to handle adverse weather/nature-related events

Transition Planning

Conceptual understanding

ALS.TP.2 *Demonstrates knowledge of a transition plan*

ALS.TP.2.a Identify targeted postsecondary outcomes in the domains of education, employment, and independent living

ALS.TP.3.b Identify the "action steps" required to attain postsecondary goals

ALS.TP.2.b Identify the functional capabilities and limitations identified in transition assessment

Community Participation

Conceptual understanding: Community experiences are the best predictor of post-school success.

ALS.TP.4   **Demonstrates an awareness of the activities, events, and services available in their community (e.g., shopping, religious services, recreation programs, library, after-school programs)**

ALS.TP4.a   Identify the activities, events, and services available in their community

ALS.TP.4.b   Identify ways in which to find out about community activities, events, and services

ALS.TP.4.c   Identify ways in which to access community activities, events, and services

ALS.TP.4.d   Demonstrate an understanding of meaningful community participation and inclusion

ALS.TP.4.e   Identify community resources aligned to individual interests