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Implementing Basics2 in Community Based Instruction:

Expanded Curriculum and Resources

by

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Abstract

This paper highlights the need for and benefit from community based instruction (CBI) for individuals with moderate/severe disabilities at the high school level. Key researchers like Richter, Test, Uphold, and Walker (2010) and Dymond and Kim (2010) focused on the statistical benefits of CBI and its effects on learning and transferring of skills. Additionally, Hughes (2008) shared the bleak post-high school opportunities for students with more severe disabilities, thus reaffirming the need for community-based instruction. Due to the lack of tangible, hands-on lesson designs, special educators are often required to create their own materials based on district-provided scope and sequences or state standards. Through the use of consistent and coherent lesson designs, this project provides detailed, yet easy to follow, lesson plans with the necessary resources and data collection sheets to be implemented in the classroom. A variety of valuable community and vocational skills are addressed and aligned with the first two levels of the Basics2 curriculum. Project implementation guidelines and recommendations detail project limitations and suggestions that allows for student development in the areas of community-based and vocational skills, allowing for greater overall independence and success once the student completes high school.
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Chapter One: Definition of Problem

For students with moderate/severe disabilities, the progression through the educational setting is aimed at increasing skill level and independence. Years are spent working with students to help them read, write, and solve math problems in order to meet state standards. As these students mature, standards and functional skills merge to allow students to gain the knowledge and skills to be independent, contributing members in their community. How are these skills taught in conjunction with meeting state and school recommendations?

Community-based instruction works in unison with standard classroom-based instruction. Instruction that focuses on the skills required to make purchases in the community, walk safely on the street and sidewalk, and participate or work at a job site, allows students to be exposed to experiences they will directly use after graduation. For many of these students that fall into the moderate/severe disability category, the learning curve can be high, so years are needed to prepare for understanding and mastery of these concepts. Thus, it is important that Individual Education Program (IEP) team members begin to plan for this transition by age 14. An Individual Transition Plan (ITP) is developed to address these needs in the area of daily living, community, and vocational training.

Students who are placed in moderate/severe programs can have a wide variety of needs that include mental and physical disabilities, in addition to maladaptive behaviors, that make safety a high priority. Designing and implementing instruction in the areas of community and vocational training can be difficult to navigate, and
needs to be individualized to specific student needs and abilities. It is important to involve a student’s family when planning post-secondary goals, as well as including all related service providers (speech, adaptive PE, occupational therapy, etc.) in order to fully meet the child’s needs. This allows multiple individuals who know the child to play a role in planning for his/her future.

This introductory chapter will preview the project by providing a purpose for the project, previewing the relevant literature in the field, briefly articulating the methodology to be used, stating the significance, and lastly, defining key terms that will be used throughout.

**Purpose of Project**

The purpose of this project is to address the following questions:

1) What is the need for and benefit from community-based instruction for high school students with moderate/severe disabilities?

2) What curriculum is available to teach community and vocational skills for these students?

3) What supplemental material can be developed to better meet the needs of these students in the community and vocational domains of the Basics2 curriculum?

**Preview Literature**

The literature review in this project will be addressed according to the three themes presented in the purpose above. The first area of research will determine the need and benefit of community-based instruction for students with moderate/severe
disabilities. Researchers like Richter, Test, Uphold, and Walker (2010) and Dymond and Kim (2010) focused on the statistical benefits of CBI and its effects on learning and transferring of skills. Also, Hughes (2008), reaffirmed the need for community and vocational training due to the unfavorable post-high school work and community opportunities for individuals with more severe disabilities. Secondly, the availability of community-based instructional material will be presented. The availability of online and hardcopy framework for teaching these skills will be clear, however the need for supplemental materials will be identified. In the last area of this review, an explanation of state California Alternate Performance Assessment (CAPA) standards and the organization of the Basics2 framework will provide a solid foundation to develop supplemental materials to align with the community and vocational domains of the Basics2 curriculum.

**Preview Methodology**

The methodology portion of this project outlines the structure and steps taken in the creation of lessons plans and supplemental materials to address the identified areas of need. Initial planning took place to focus the domains, levels, and functional performance indicators in the Basics2 curriculum. A lesson plan template was created and the project was structured into four units: community domain level one, community domain, level two, vocational domain level one, and vocational domain level two. Lesson plans were developed for ease in teacher implementation and include the necessary supplemental materials and data collection sheets required.

**Significance of Project**
This project will provide teachers with the materials needed to address student need in the areas of community-based instruction and vocational training. Although there is an abundance of various frameworks for teaching students with moderate/severe disabilities, these frameworks lack hands-on activities and lessons. Therefore, teachers are required to develop their own materials in order to teach to the district adopted curriculum and the state required standards. By providing teachers additional materials through the development of this project, students will be allowed a better learning experience that engages multiple modalities and promotes transfer into the community and work settings. Ultimately, increased student knowledge and transfer of skill will promote greater independence and contributions to the community.

**Summary of Chapter**

This initial chapter provided an overview of the project by highlighting background on the necessity for supplemental materials and lessons to address the needs of students with moderate/severe disabilities. Although a variety of frameworks are provided in literature, online, or through district curriculum, these resources lack the materials needed to implement and teach the skills listed. A review of current and relevant literature confirms the need for this project and provides support in the creation of lesson plans, hands-on materials, and educational experiences. The methodology used in this project defines the structure of the materials to be created and outlines the functional performance indicators and levels.
to be addressed. Lastly, the significance of this project presents the big picture benefits from the construction of this project.

**Definitions**

**ADA:** Americans with Disabilities Act (1990) is most commonly associated with accessibility for individuals with disabilities. This may include how an individual with a disability enters or exits a store, restaurant, home/apartment, etc. In addition, this act makes an effort toward providing individuals with a disability access to the same rights and privileges allowed to typical individuals.

**CAPA:** California Alternate Performance Assessment. This is the alternative test and standards for students with moderate/severe disabilities and is often called “CAPA Blueprints.” Students who work towards these standards are typically low functioning and often non-diploma bound by the time they reach high school age.

**Community-based instruction or CBI:** “Community-based instruction is a strategy used to promote functional skills in natural, nonschool environments” (Beakley, Yoder, and West (2003) pg. 7). CBI typically addresses skills that will be used by the individual with a disability in the community or vocational setting and may be practiced in the classroom or natural environment.

**Functional Performance Indicator:** A functional performance indicator is a specific, measurable skill associated with a broader domain or standard. For example, the functional performance indicator “pointing to a picture or object on request” is associated with the larger skill of “selecting a preferred item.”
**ID:** Intellectual disability, formerly known as mentally retarded or “MR.” Students with this disability have an overall intellectual ability that is far below their typical peers. This disability may affect the student’s speech, cognitive, or emotional development.

**IDEA:** Individuals with Disabilities Education Act. Initially written in 1990, this act was reauthorized in 1997 and 2004. The act spells out much of the legislation that drives special education and the rights of students and families, both in the school setting and post-secondary opportunities and instruction.

**IEP:** Individualized education program. This multi-page document is updated at least once per year in a meeting that involves the parent/guardian, the special and general education teachers, all service providers (speech, occupational therapy, adapted PE, etc.), an administrator, and often the student. The team meets to discuss student progress, set goals for the upcoming year, and discuss appropriate services to meet the agreed upon goals.

**ITP:** Individualized transition plan. This plan is typically developed when the child enters high school (around age 14). This document plans for the student’s life after he/she graduates from high school. Some items addressed in this plan include: where the student will live after high school, where/how the student will work, and if the student will continue his/her education. The ITP is particularly important for students with moderate/severe disabilities because of the planning and arrangements necessary to consider vocational, community, and living experiences.
MD: Multiple Disabilities. A disability category that qualifies a student for special education services. This category identifies the student as having multiple qualifying conditions for special education services.

OI: Orthopedic Impairments. A disability category that qualifies a student for special education based on orthopedic needs. Often times, students who qualify in this category have physical impairments that impact their mobility and require significant supports or equipment to be mobile (wheelchair, walker, etc.). This qualifying condition may allow the school district access to funds to purchase equipment or resources for the student.

Transition-planning: Begins by age 16 and coordinates with the student’s ITP. Goals are addressed to allow the student to become increasingly more independent in the functional areas of life (community, vocational, etc.).
Chapter Two: Literature Review

This review of literature will focus on the areas presented in the purpose of this project. First, the need and benefit of community-based instruction will be presented. Next, an overview of the curriculum that is available to teach community and vocational skills will be discussed. Last, an in-depth view of the Basics2 curriculum and recommendation will be offered.

Community-Based Instruction

“Community-based instruction is a strategy used to promote functional skills in natural, nonschool environments” (Beakley, Yoder, & West, 2003, p. 7). Whether this instruction occurs in a work or leisure environment, the experience is meant to build upon lessons learned in the classroom setting. “Adult service agencies notice that students who receive instruction in the community are much better prepared to work in competitive and supported employment and live in supervised or semi-independent living arrangements” (Beakley, Yoder, and West (2003) pg. 8). Not only does community-based instruction (CBI) support learning for students with moderate/severe disabilities, it also adheres to legislative and quality program needs. Among other mandates and issues, CBI complies with the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA). Additionally, CBI supports transition planning, state standards, problem solving, transfer of skills, and acceptance in the community (Beakley, Yoder, and West (2003) pg. 8).
Csapo (1990) cites a number of contributing factors to an increase in understanding and positivity towards people with disabilities and their role in society. The factors in this “revolution” (Csapo (1990) pg. 16) include:

(a) the philosophy of normalization; (b) the emphasis on consumerism; (c) deinstitutionalization; (d) demedicalization; (e) the black and women’s civil rights movements; (f) legislation mandating education for all children; (g) international policy statements; (h) the spread of physical and instructional integration; (i) the introduction of community-based rehabilitation in developing countries; (j) the development and spread of behavioral technology and research; (k) better understanding of the nature of the learning process of the handicapped student; and (l) the expressed desire of the handicapped for paid employment, productive work, and independent living in the community. (Csapo, 1990, p. 2).

History and legislature have led to a better understanding and appreciation for individuals with disabilities. Additionally, this has resulted in a desire and need for community-based instructional programming. Csapo (1990) shares that “persons who have severe/profound disabilities learn better in natural environments than they do in simulated ones” (Csapo (1990), pg. 6). This idea makes sense- an individual with a profound cognitive impairment may not see the connection between practicing time and money skills in a classroom setting, but when tested to apply these skills when purchasing a preferred item, or coming to work on time, the skill in easily relatable to a real-life experience. Furthermore, Csapo (1990) states, “many elderly and
physically handicapped persons can live independently” (Csapo (1990), pg. 6) and that “community experiences and community living will assist severely handicapped persons to become contributing members of their community” (Csapo (1990), pg. 6).

An important facet to high school education for students with all levels of disabilities is the transition plan and transition planning. Public Law 94-142 (authorized in 1975) mandated the education for all children with a handicapping condition. This started a trend in legislation that directs current school practices and programs. Public Law 94-142 also helped to lead to the authorization and reauthorization of IDEA (1990, 1997, 2004). Initially penned in 1990, the amendment to the P.L. 94-142 updated the 1975 document and specifically outlined transition services. Transition services, through the development of an individualized transition plan (ITP) must begin at age 16, although they may begin as early as age 14. Beakley, Yoder, and West (2003) cite transition services as being:

A coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to postschool activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation (p. 9).

Not only is CBI clearly beneficial for students with moderate/severe disabilities, but it is also mandated by Individuals with Disabilities Education Improvement Act (IDEIA, 2004) and the IEP requirements. Because the public
school system provides services for students with more severe handicapping conditions until their 22\textsuperscript{nd} birthday, it becomes the school’s role to prepare these students in the best way possible for life after graduation. As learning shifts from academic-based to functional-based, it only makes sense to transition learning to a more realistic and community-based environment. Learning must shift from classroom-only tasks, to global and community skills, like those offered in appropriately structured CBI programs.

Community-based instruction is NOT a field trip. A field trip is meant to provide students with an “observational or experimental” (Beakley, Yoder, and West (2003) pg. 16) component, while CBI teaches students the skills they will one day use as consumers at that, or a similar, location. In order to develop an enriching CBI program, teachers must avoid offering students field trips into the community, and instead use the community as an alternative learning environment to the classroom. In order to do this, teachers should identify specific skills and reinforce these concepts before and after the actual community experience.

From the Hughes article entitled, “Postsecondary Outcomes in the 21\textsuperscript{st} Century- A Change is Gonna Come?” we learn that following postsecondary school experience, many individuals become uninvolved in work and the community. The article cited that only 21% of individuals with severe disabilities report working either full-time or part-time. Additionally, 27% report making $15,000 or less annually. Sadly, only half report going out in the community at least twice per month. These
dismal numbers result from long waiting lists for services and funding put towards segregated employment rather than supported and integrated opportunities.

This article described more reasons why employment numbers are so low for individuals with severe disabilities. When students exit the school district, many services are terminated because the shift is from eligibility-based services to entitlement-based. This results in termination due to a lack of services. Also, agencies that offer vocational rehabilitation services are directed to serve those with the highest need and on a time-limited basis.

Hughes (2008) shares that:

As students approach their school exit, they should spend increasingly more time in the community learning independent living skills, interacting with coworkers and neighbors, and sampling a variety of jobs as they move toward securing a supported employment placement based on their individual strengths, preferences, and interests (p. 101).

The statistics presented in this article emphasize the important need for CBI and vocational training to prepare students with moderate/severe disabilities for the transition beyond high school and transition programs.

Two recent (2010) and relevant studies were done in the area of community-based instruction. First, Richter, Test, Uphold, and Walker (2010) conducted a review of 23 transition intervention studies. Studies spanned elementary, middle, and high school settings. The majority of students in the studies had a primary handicapping condition of MR (“mentally retarded,” now commonly referred to as ID
or “intellectually disabled”). Results of the study showed an increase in the target skill. All studies showed positive results for all participants, except for two. About half of the studies collected generalization data. Over 80% of these studies had positive results for generalization (to a new person, place, etc.). Slightly less than half the studies in this review collected maintenance data. All but one of the studies showed positive maintenance results for students (i.e. students maintained the skill). The results from this study indicate that students with disabilities can learn skills in the natural environment. In fact, students are more likely to maintain and generalize the skill when it is presented in the natural setting.

Second, a survey-based study conducted by Dymond and Kim (2010) determined the benefits, barriers, and components to community-based and vocational instruction. Special education teachers across the state of Illinois used a Likert-scale to rate responses. Results show that teachers felt community-based and vocational instruction is highly beneficial for students with disabilities. Teachers also felt CBI is a promising practice to prepare student for life after high school. Teachers noted that community-based and vocational instruction requires additional personnel, funding, access to transportation, and greater preparation time. Additional challenges such as behavior and severity of disabilities may present significant challenges. Teachers in this study also shared that federal legislation and high stakes tests can present a barrier to CBI due to the time required to prepare for these tests.

The results in both studies affirm the comments made earlier in the Csapo, Beakley, Yoder, and West, and Hughes articles. All sources confirm the need and
benefit from community-based instructional training for students with any level of
disability, but especially for those with more significant cognitive and physical
challenges. Having determined that CBI is indeed beneficial, a study into the
availability of curriculum and resources will now be reviewed.

**Community-Based Instruction Curriculum**

Affirming the need for and benefit of community-based instructional
programming is only the first step towards applying this practice in the classroom.
Next, determining the availability of curriculum and resources to teach these skills
will allow for this proven benefit to be addressed in the classroom.

Karyl Moore (n.d.) lays out a scope and sequence chart for individuals with
moderate to severe disabilities. This scope and sequence begins with pre-primer level
students and follows up through the high school and age 21. The scope and sequence
narrows skills into different categories, which include: communication (language
arts), numeric functions, daily living skills, law/social interactions, personal
recreation skills, and fine art. Within each topic, sets of skills are listed with the
corresponding age and grade level the child should acquire the skill. Some skills,
such as using verbal manners, begin in the pre-kinder/kinder age range and continue,
without modification, through the high school level. Other skills, such as
acknowledging information and asking for assistance, are modified as the student
ages.

This resource provides a scope and sequence that can follow a child through
his or her educational career, if the child stays within the district the entire time.
Although the set of skills to be addressed are listed, no example or lessons plans are provided. The scope and sequence is simply meant to provide a timeline and set of skills to be addressed for students. The skills addressed are meant to be transferrable to the outside community and work experience. Skills like making schedules, traveling and behaving appropriately in the community increase a child’s ability to function in real world settings. This scope and sequence also helps to establish these skills at a younger age, so as to work towards mastery by the time the child leaves school.

A second source providing resources for classroom and community based instructional practices is found through the Los Angeles District Office of Transition Services at www.lausd.net. Embedded in this website is a pdf handbook for community based instruction entitled, “Community Based Instruction: Teaching Life Skills in the Community.” This handbook has eleven sections outlining the district’s plan for community-based instruction. Included in this handbook are the philosophy for community-based instruction, team responsibilities, procedural guidelines for off-campus instructional activities, a parent consent packet, community training and safety guidelines, transportation guidelines, funding, IEP guidelines, instruction, resources, and the appendix. Knowing the responsibilities assigned to each team member in section two of this handbook will help to ensure that the philosophy and instructional practices are appropriately and consistently delivered. In addition, having a set of guidelines for off-campus activities and community safety will help to
make certain that the student’s best interests are kept at the forefront and safety is a priority.

The greatest area of interest in this resource was found in section nine-instruction. Within this section, core subjects for students on an alternate diploma course are listed. These subjects include: practical English, applied English, community English, community resources, practical math, consumer math, practical social science, social science/ history- community, social science/ history- consumer, practical science, community science, life skills and personal health. Following this is a list of course descriptions and subsequent standards being addressed in the core subjects listed above. Listed within these descriptions are measurable outcomes from the area and assessments in each area, which usually include the CAPA and IEP goals for the student.

An area of particular interest, especially in this resource, was the inclusion of data sheets at the end of this section. These data sheets list individual objectives, like the steps required to make a bed, with an area to note whether the objective has been met or not. These sheets would be of use in designing a curriculum for community-based instruction.

A final online source from the Baltimore County Public School Office of Special Education was found. This online resource provides guidelines for community based instruction. This document explained an overview of the program, the definition of terms (as well as visuals to clarify the difference between CBI and field trips), preliminary program planning, and the implementation of community-
based instruction. A thorough description of how to establish baselines and what types of prompting to use is also described in order to set the stage for community-based learning activities. Also included is a chart and subsequent justification for the amount of hours various age groups should spend learning in the community. This ranges from one to 25 hours per week.

Furthermore, in this resource is a list of domains to be addressed in community based learning. These include: community, communication/decision making/interpersonal skills, personal management, recreation/leisure, and career/vocational. Perhaps the most useful piece of this document is a table that lists each individual skill to be addressed, the domains targeted by the skills, pre-taught lessons for the classroom, and a subsequent activity to complete in the community. This table allows for lessons to prepare for off-campus activities, ensuring a transfer of skills.

The three online resources presented above all describe various standards for teaching community-based instruction. Although each resource varies slightly in depth and skills addressed, there are common themes that reoccur throughout. Community and personal/life skills emerge as important skills to acquire in each of the three resources.

Research in the classroom setting show the availability of hard copy resources and curriculum for community-based instruction. Much like the standard and domain-based materials described above, Basics2 and SEACO (Special Education Administrators of County Offices) address the needs of students with moderate/severe
disabilities. The curriculum framework tracks a progression of skills with the ultimate goal of independence in mind. Basics2 was developed by the San Bernardino Unified School District and published through Lakeshore. Basics2 has five domains for student learning: functional academics, domestic domain, community domain, vocational domain, and recreation & leisure. Also included is a benchmarks assessment download for the computer. SEACO similarly provides sample goals and observable behaviors for students with moderate/severe disabilities. Available on the accompanying CD-ROM are sample lesson plans, data collection sheets, CBI forms, and a transition-planning guide. Both hard copy resources are somewhat costly- Basics2 is $79.00 and SEACO is listed at $235.00 with a $59.00 2009 update (lakeshore.com).

A final resource was found called “News-2-You.” This resource has weekly lessons designed to meet multiple levels of students with moderate/severe disabilities. Included in the weekly lessons are: current events, vocabulary, a recipe, interactive PowerPoint, joke, puzzle/ games, assessment, skill worksheets, sports news, holidays, communication board, science experiment, interactive cartoon, and adapted story book. The resource comes in four levels of difficulty and is also available in a speaking edition and Spanish edition.

The weekly newspaper is available online for subscribers. Yearly subscriptions range from $140.00 to $529.00. The subsequent text and activity sheets include hands on and visual activities. The use of visual is meant to be highly engaging and relate real world experiences and events to classroom learning.
Although lessons cover new stories and provide hands-on recipes, it does not appear as though any specific community-based instruction plan or materials are provided for students to participate in. Learning is meant to discuss real life scenarios and activities only in the classroom setting.

All of the resources described above help to determine the appropriate skills and lessons for students to engage in, but few contain any actual reproducibles or data sheets. Additionally, the one program that contains activity sheets and assessments (News-2-You) is costly to the teacher or district and must be purchased on a yearly basis. The variety of online and hard copy curriculum guides will require teachers to create their own lesson plans, activity sheets, and assessments for community-based instruction in order to address the identified important needs of community and vocational training. The next step in this literature review will be to determine how supplemental materials can be added to existing curriculum in order to better meet the needs of students with moderate/severe disabilities.

**Supplemental Materials**

It is typical for school districts to adopt either the Basic2 or SEACO curriculum for their moderate/severe special education classes. For students at the high school level that fit into this category and placement, additional elements and resources, like lesson plans, activities, and manipulatives, are needed in order to better prepare students to be independent, contributing members of society. Additionally, these lessons and activities must directly reinforce state standards and
prepare students for high stakes academic tests. Determining an appropriate and beneficial balance between the two can be difficult to achieve.

Students with moderate/severe disabilities often work towards achieving the California Alternate Performance Assessment (CAPA). This set of standards are based on the general California state standards, but are paired down to performance indicators and skills that are more attainable to students with more severe needs. Like typically achieving peers, students who are working on CAPA standards also take a state test, the CAPA, each spring to measure ability and progress. Additionally, these tests are scored on the same 1-5 rating scale, with 1 being ‘far below basic,’ 2 being ‘below basic,’ 3 being ‘basic,’ 4 being ‘proficient,’ and 5 being ‘advanced.’ The CAPA standards are broken down to five levels usually based on the grade level of the student. However, for students who are performing at or below 24 months developmentally, the CAPA level 1 is taken each year. It is important to note that state testing is an IEP team decision and no disability or placement predetermines which test is most appropriate for the student to take. Parents also have the legal right to opt their children out of testing.

Assessments and standards at the high school level are presented in the areas of language arts, math, and science. Whereas the level 1 CAPA standards focus mainly on introductory math and language arts skills like sorting, the basics of time, and letter and number identification, the level 5 CAPA looks at the skills more in depth, with reading comprehension, writing sentences, and solving higher level math problems. It is common for more severe students to fall somewhere in between the
level 1 and 5 CAPA standards and tests, but due to their grade level, are required to take the CAPA level 5. Thus, the assessment does not always accurately measure progress or growth because the test is simply too difficult for them.

As stated above, the Basics2 curriculum is divided into five domains. The first domain, functional academics, addresses skills like recipes, writing a student’s name, comprehension, reading, clock and money skills, community signs, calculator skills, sizes, shapes, and colors, comparing/ sorting and expressive and receptive language. The second domain, domestic, addresses skills like grooming/ hygiene, dressing, personal safety, food preparation, cleaning, phone use, table setting and utensil use, restroom use, use of kitchen appliances, scheduling, social greetings, minor first aid, communication skills and self-image. The third domain, community, addresses skills in table manners, restaurant etiquette and behaviors, social behaviors, phone use, conversation skills, personal information, shopping, safe community access, street safety, vending machine and restaurant use, stranger and safety awareness, personal space, public transportation, family relationships, and self- advocacy. The fourth domain, vocational, works on vocational awareness and work skills, self-control, personal interests, communication at work, classroom jobs, following directions and schedules, transitioning, cooperating during work, chain of command, job standards, graduation and future living. The last domain, recreation and leisure, develops skills in social communication and friendships, social activities, choosing recreational activities, developing personal interests, participating in school and community activities, sharing, developing social manners and humor, computer
use, community services and groups, personal fitness, personal feelings and emotions, self-regulation, sportsmanship and self-esteem. Within each domain are six levels that develop specific skills to varying degrees of difficulty.

The goal of this project is to develop supplemental materials to be used in conjunction with the Basics2 curriculum framework. This review of literature has proven the need and relevance for these materials to better align with state standards, and more productively teach students the skills they need to succeed on their own. Lastly, a study will be presented to provide recommendations in developing these curricular activities, lesson plans, and manipulatives.

In the article entitled, “Voice from the Field: Recommended Transition Strategies for Students and School Staff” by Dickinson, et al. (2007), a study was conducted to determine the key elements in successful transition programs. An important factor in this article was the idea of person-centered planning. The article begins by highlighting the importance of summarizing the perspective of the young adult with a disability. Not only does this promote student choice, but it also fosters self-determination and self-awareness, important life skills for successful transition. The young adult should be heavily involved in goal setting and decision making throughout the process.

This study was conducted through the use of interviews. 133 individuals, including individuals with a disability, special education teachers and staff, parents of young adults with a disability, community employers who had hired and worked with individuals with a disability, and counselors who help provide transition services
were interviewed. Young adults between the ages of 19 and 27 took part in the study. Over half the individuals had a learning disability, while the other half had a developmental disability (24%), orthopedic disability (21%), and emotional disability (3%). Students receiving a standard diploma and alternate diploma were split at about 50% each.

Four primary themes emerged from this study. First, the importance of increasing self-knowledge and self-awareness emerged as an important theme. Secondly, it was found that students should display motivation and persistence. Third, the need to participate in career exploration and multiple work experiences during high school became apparent in the study. Lastly, knowledge and use of transition services and post school supports resulted in greater success in adult life.

In addition to the common themes that emerged from the interviews, recommendations for special educators and staff were given. These include: to listen carefully to student interests, hopes, and dreams, provide extensive opportunities for career exploration and community-based learning, promote student self-direction and independent decision making, and connect students with appropriate services and supports through the school and community agencies.

The above information presents a review of the Basics2 curriculum framework. It shows the need for additional materials and lesson plans to assist in the teaching of functional academics that align to state CAPA standards. Additionally, recommendations to consider in the development of these materials are shared.

**Summary of Chapter**
This research endeavor clarifies the need for community-based instruction as well as the many benefits for students with moderate/severe disabilities. Key researchers like Richter, Test, Uphold, and Walker (2010) and Dymond and Kim (2010) state the statistical benefits of CBI in the learning and transferring of community-based and vocational skills. Furthermore, Hughes (2008) reiterates the need to develop vocational skills to make students with disabilities more successful in the community and job market. A review of the available curriculum and resources to teach community-based and vocational skills presents the abundance of framework and scopes and sequences, but the lack of hands-on practical teaching resources. After studying the state standards and breakdown of domains in the Basics2 curriculum, it is clear there is a need for additional resources and supplemental materials to be developed and used in addition to the broad framework.
Chapter Three: Methodology

This chapter addresses the methodology used in the creation of this project by reviewing the overall design of the project, the participants and settings for its use, the instrument used throughout, and the procedures taken to create the final project.

Design

The Basics2 curriculum provides a detailed framework for skills and areas of focus to address student need. Included in framework are five domains: functional academics, domestic, community, vocational, and recreation and leisure. Within each domain are six levels that address the same or similar skills at an increasing level of difficulty. For the purposes of this project, and to best address the areas of need determined in the research questions, the community and vocational domains will be used, and the focus will be at levels one and two only.

Within the community and vocational domains, levels one and two, the choice was made to focus on three to four functional performance indicators. For the community domain (level one), the skills addressed include: select preferred item, following directions, and recognize environmental print. For the community domain (level two), the skills addressed include: state identifying information, community behavior, and value of money. For each of these skills, two lesson plans are provided, along with supplemental materials and one-two data collection sheets. For the vocational domain (level one), the skills addressed include: respond to familiar people, comply with and accept direction, attend to task, and appropriate use of materials and space. For the vocational domain (level two), the skills addressed
include: task completion, positive work behavior, awareness of time: future, and requesting attention/ assistance. As with the community domain, each skill is provided with two lesson plans, supplemental materials to implement the lesson plan, and one-two data collection sheets.

Unit designs are grouped by domain (community and vocational) as well as level (one and two). Supplemental materials are numbered and provided in the appendix.

**Participants/ Setting (Optional)**

This project was created to address the needs and abilities of students with moderate/severe disabilities who are in a public high school setting. The students range in age from 14 to 17 and have a variety of handicapping conditions including: Multiple Disabilities (MD), Orthopedic Impairments (OI), Autism, and Intellectual Disabilities (ID). The students have access to community features within walking distance that include: shops, restaurants and fast food, a weekly Farmer’s market, a movie theater, a pier, and the beach.

**Instruments**

A lesson plan template was designed for this project. Its format is consistent throughout the project. Headings included in the lesson plan are: domain (either community or vocational), level (either one or two), functional performance indicator, CAPA standard(s), sample IEP goal, lesson title, lesson objective, materials, length, preparation, guide/lesson, data collection method, and future ideas/ next steps.

**Procedures**
The first step taken in this project was to narrow the domains and levels addressed in the Basics2 curriculum framework. Once the domains and levels were chosen, the three-four functional performance indicators were specified based on participant need and resources available at the public school site and community. At this point, the decision was made to create two lesson plans for each functional performance indicator, in order to allow flexibility and opportunity to reinforce the set of skills being addressed. Lastly, the lesson plan template was created in order to maintain a consistent format throughout the project and to support teacher implementation of the lessons designed.

As the project was created, lesson plans were written one at a time and simultaneously with the development of the supplemental materials and data collection sheets. Inspiration for each lesson was based on personal experience, creative ideas, and web-based research. Lesson plans were edited for fluency and clarity.

**Summary of Chapter**

The methodology used in the development of this project delineates a clear progression from the framework outlined in the Basics2 curriculum to a focused resource of lesson plans, supplemental materials, and data collection sheets. Decisions were initially made to concentrate on the community and vocational domains, specifically levels one and two. From there, specific functional performance indicators were chosen to narrow the set of skills. A lesson design template was established and two lesson plans (with resources) were developed for
each functional performance indicator chosen within the community and vocational domains. Lesson plans and materials were intended for ease of teacher use in the moderate/severe setting at the high school level.
Chapter Four: Project

Community Domain (lessons included)

<table>
<thead>
<tr>
<th>Level 1:</th>
<th>Level 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Preferred Item</td>
<td>State Identifying Information</td>
</tr>
<tr>
<td>Following Directions</td>
<td>Community Behavior</td>
</tr>
<tr>
<td>Recognize Environmental Print</td>
<td>Value of Money</td>
</tr>
</tbody>
</table>

Vocational Domain (lessons included)

<table>
<thead>
<tr>
<th>Level 1:</th>
<th>Level 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respond to Familiar People</td>
<td>Task Completion</td>
</tr>
<tr>
<td>Comply With and Accept Directions</td>
<td>Positive Work Behavior</td>
</tr>
<tr>
<td>Attend to Task</td>
<td>Awareness of Time: Future</td>
</tr>
<tr>
<td>Appropriate Use of Materials and Space</td>
<td>Requesting Attention/ Assistance</td>
</tr>
</tbody>
</table>
Domain: Community

Level: 1

Functional Performance Indicator: *Select Preferred Item*

CAPA Standard(s): ELA 19, 20

Sample IEP Goal: *Using a ______ prompt, the student will indicate choice in community-based instruction setting (e.g. store, restaurant, or movie) by naming or pointing, with _____% accuracy in _____ out of _____ trails as measured by teacher data sheet.*

**Lesson Title: “Same or Different”**

**Objective(s):** Students will identify the same picture, from a choice of three, when presented with a teacher-displayed visual.

**Materials:** visual cards #1-15 (two copies), desk, two chairs

**Length:** 15 mins.

**Preparation:** Make 1 copy of visual cards #1-15, keep one set for the teacher, and use one set to display for student.

**Guide/ Lesson:**

Teacher will prep workstation for student (clearing unnecessary items, assisting student to sit down/ attend to task). Teacher will instruct student to “find the same” from the visuals he/she is presented with.

Teacher will place visual cards #1-3 in front of the student. Teacher will hold up visual card #1 and ask student to “find the same.” Correct student responses may be verbal or visual, and should be personalized based on student need and
communication style. If appropriate response is given, student should be rewarded verbally or visually (high five, “good job,” etc.). If student responds incorrectly, prompt student by saying “try again.” Should the student continue to respond incorrectly, the teacher will point to the correct answer and say “try again.” If student is unable to answer correctly, utilize light hand over hand assistance to point to the correct answer.

Continue with this process for the remainder of visual cards, proceeding in order from 2-15. After each trial, remove the correct matching card, and replace with the next card. For example, after the first trial, remove the correct card (visual card #1) and replace it with visual card number 4, so visual cards #2-4 will be displayed in front of the student for the next trial.

Data Collection Method:

Use “Same or Different” data collection sheet to record correct responses, as well as any visual/verbal cues needed.

Future Ideas/ Next Steps:

Once the student has mastered the words in visual cards #1-15, this skill can be further developed by: adding new vocabulary (community, preferred activities, etc.), giving the student four or five answer choices to choose from, removing the visuals on the cards and asking student to match words only, or by adding the visuals in this lesson to the student’s communication device and/or system.
### “Same or Different” Data Collection Form

**Student:** ________________________________  **Trial Date:** ______________

<table>
<thead>
<tr>
<th>Visual Cue</th>
<th>Correct?</th>
<th>Correct with Verbal Prompt</th>
<th>Correct with Visual Prompt</th>
<th>Correct with Hand Over Hand Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
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<td>2.</td>
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<td>15.</td>
<td>Y / N</td>
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<td>Y / N</td>
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<tr>
<td><strong>Total:</strong></td>
<td></td>
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</tbody>
</table>
Domain: Community

Level: 1

Functional Performance Indicator: *Select Preferred Item*

CAPA Standard(s): ELA 19, 20

Sample IEP Goal: *When shown two or more objects or visuals, the student will choose between them with _____ % accuracy in _____ out of _____ trials as measured by teacher data sheet.*

**Lesson Title: “I Want…”**

**Objective(s):** When given four items specific to a setting (home, school, community), student will identify his/her choice of item through eye gaze, pointing, or verbal utterance.

**Materials:** visual cards #16-18, desk, two chairs

**Length:** 10 mins.

**Preparation:** Prepare visual cards #16-18, familiarize student with vocabulary—“home,” “school,” “community” through the use of pictures, stories, etc. Whenever possible, teacher will replace boy/girl visual at the top of each card with an image of the student who will be participating in the lesson.

**Guide/ Lesson:**

Teacher will prep workstation for student (clearing unnecessary items, assisting student to sit down/ attend to task). Teacher will instruct student to listen closely and follow along.
Teacher will place visual cards #16 in front of the student. Teacher will verbally and visually model for student by saying, “In the community, I want…” and will point and say one of the options displayed below. Teacher will repeat visual and verbal prompt, making sure student is engaged and watching. Next, teacher will prompt student to complete the task by saying, “In the community, (insert student name) wants…” and will allow appropriate wait time for student to respond. Correct responses may include eye gaze (at a specific visual option), pointing, or verbal utterance similar to one of the options listed. Correct responses should be rewarded verbally or visually (high five, “good job,” etc.). If the student responds incorrectly or offers no response, prompt student by saying, “try again.” Should the student continue to respond incorrectly or offer no response, teacher will point to a correct answer, say the answer, and say, “try again.” If the student is unable to answer, utilize light hand over hand assistance to point to a correct answer.

Continue with this process for the remainder of visual cards, proceeding in order from 17-18.

Data Collection Method:

Use “I Want…” data collection sheet to record correct responses, as well as any visual/verbal cues needed.

Future Ideas/ Next Steps:

Once the student has mastered the four choices in visual cards #16-18, this skill can be further developed by: adding new choices to each card, giving the student five or six options for each setting, adding additional settings, or by adding the
choices in this lesson to the student’s communication device/system for use in the appropriate setting.
"I Want…” Data Collection Form

Student: ________________________________ Trial Date: __________________

<table>
<thead>
<tr>
<th>Community</th>
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</thead>
<tbody>
<tr>
<td>Correct?</td>
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<tr>
<td>Eye Gaze Pointing Verbal</td>
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</table>

<table>
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<tr>
<th>Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct?</td>
</tr>
<tr>
<td>Eye Gaze Pointing Verbal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct?</td>
</tr>
<tr>
<td>Eye Gaze Pointing Verbal</td>
</tr>
</tbody>
</table>
Domain: Community

Level: 1

Functional Performance Indicator: *Following Directions*

CAPA Standard(s): ELA 17, 18

Sample IEP Goal: *Using a ______ prompt, the student will stop upon request with ______ % accuracy in ____ out of ____ trials as measured by teacher data sheet.*

**Lesson Title: “First, Then”**

**Objective(s):** Students will transition from a preferred activity to a non-preferred activity.

**Materials:** “First, Then, Reward” visual card #20, three student preferred options (visuals to place on the card), task breakdown chart (see example visual card #21), desk, two chairs, visual timer

**Length:** 15-30 mins.

**Preparation:** Using visual software (such as “Boardmaker”), create three visuals of student-preferred activities. These will be used as options on the “First, Then, Reward” board. Create a task breakdown chart of three to four tasks the student must complete within the assignment. These will be the four things the student must do/completed in order to “finish” the assignment. These may include: stay in seat, listen to directions, complete work, check schedule, etc.

**Guide/ Lesson:**

During a predetermined academic period in the day, pull target student aside to choose preferred activities for the “First, Then, Reward” board. Have student point
to identify preferred activity (from three choices) and place one in the “First” box and one in the “Reward” box. Preferred activities should be individualized for each student. Once the student has made choices, teacher will place a visual for the academic task that must be completed (reading, math, etc.) in the “Then” place on the board. Verbally review the order of the three tasks/activities to be completed with student (point to each visual as it is said aloud).

Help student to transition to first preferred activity as determined by the visual board. Set a visual countdown timer for five minutes. Allow student to engage, undisturbed, in preferred activity. Leave “First, Then, Reward” board with student. Once timer goes off, verbally prompt student to check his/her board and transition to the next activity. If student responds within 20 seconds, proceed with the academic task after a quick positive praise. If student does not respond within 20 seconds, provide student with a verbal and visual prompt (walk over to student and state, “check your board” while pointing to the next activity). If student continues to engage in preferred activity, repeat visual/verbal prompt.

Once the student is able to transition to the academic activity, review the three to four tasks within the academic activity on the task breakdown chart (refer to example visual card #21). As the student completes the task, provide student with the appropriate visual to place on task breakdown chart. For example, if one of the tasks is to stay in the seat, reward the student with the “stay in seat” visual as he/she follows that direction.
As the academic activity comes to a close (should not be longer than 15 minutes), prompt the student to “check your board.” Give positive praise as you help the student transition to the second preferred activity as identified on his/her “Reward” portion of the “First, Then, Reward” board. Set a visual timer for five minutes and allow student to engage in activity, undisturbed.

Data Collection Method:

Use “First, Then” data collection sheet to record correct responses, as well as any visual/verbal cues needed.

Future Ideas/ Next Steps:

This skill can be further developed by: increasing the length or complexity of the academic task, adding more tasks within the academic lesson on the task breakdown chart, providing additional or new preferred activity choices, or transferring the skill to community-based learning or vocational activities.
“First, Then” Data Collection Form

Student: ________________________________

<table>
<thead>
<tr>
<th>Trial Date</th>
<th>Transitioned to non-preferred within 20 seconds?</th>
<th>Transitioned with Verbal/Visual Prompt</th>
<th>Preferred Tasks Chosen</th>
<th>Non-Preferred Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Y / N</td>
<td>Y / N</td>
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<td>2.</td>
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<td>5.</td>
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<td>6.</td>
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<td>7.</td>
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<td>Y / N</td>
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<tr>
<td>Total:</td>
<td></td>
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</tbody>
</table>
Domain: Community

Level: 1

Functional Performance Indicator: *Following Directions*

CAPA Standard(s): ELA 17, 18

Sample IEP Goal: Using a ______ prompt, the student will return to adult when asked with _____ % accuracy in ____ out of ____ trials as measured by teacher data sheet.

**Lesson Title: “Find the Teacher”**

**Objective(s):** Students will interrupt a preferred activity to return to the teacher when given a verbal cue or called by name.

**Materials:** 2 teachers/ staff, visual card #19

**Length:** 15 mins.

**Preparation:** Clear a walkway/area of the room

**Guide/ Lesson:**

Teacher will first role-play desired behavior for student using two staff/teachers. One staff member will pretend to be the student and engage in a preferred activity shared by the student. Ensure that the target student is watching staff, then have staff member #1 (teacher) say to staff member #2 (student), “(student name) find the teacher” and hold up visual card #19. Staff member #2 will then stop preferred activity and walk over to staff member #1. Staff member #1 will reward “student” with a high five, “good job,” etc.
Next, staff member #2 will bring student to preferred activity and allow the student to engage in the activity for up to five minutes. Staff member #1 (or teacher), will remain in the same location as during the role-play scenario. At a moment with the student is not paying attention to the teacher, teacher/staff member #1 will ask the student to “find the teacher” and hold up visual card #19. If the student interrupts preferred activity and walks over to the teacher within 20 seconds, student will be rewarded appropriately (high five, “good job,” etc.). If student does not respond within 20 seconds, teacher/staff member #1 will repeat the prompt. If student still does not respond, staff member #2 will give student a physical cue by tapping the student on the shoulder and pointing to the teacher/staff member #1 (who will repeat the verbal cue “(student name) find the teacher” and hold up card #19). If student continues to remain engaged in the preferred activity, attempt the task at another time during a less preferred activity. Use the same strategies listed above. As skill is practiced with a less preferred activity, begin to transfer skill to a more preferred activity.

Data Collection Method:

Use “Find the Teacher” data collection sheet to record correct responses, as well as any visual/verbal cues needed.

Future Ideas/ Next Steps:

As student becomes more familiar with responding when called or prompted, begin to practice the skill outside of the classroom. Settings may include playground/school hallways or community. As student continues to master skill, remove the
visual prompt. Additionally, next steps may include: adding sound/visual
distractions, calling groups or students, or using alternate form of getting the student’s
attention (like a hand clap, snap, etc.).
“Find the Teacher” Data Collection Form

<table>
<thead>
<tr>
<th>Date</th>
<th>Responded within 20 seconds?</th>
<th>Responded with Verbal Prompt</th>
<th>Responded with Physical Prompt</th>
<th>Activity that was interrupted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Y / N</td>
<td>Y / N</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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<td>7.</td>
<td>Y / N</td>
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<td>12.</td>
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<td>13.</td>
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<td>14.</td>
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<td>15.</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
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</tr>
</tbody>
</table>

Total:
Domain: Community

Level: 1

Functional Performance Indicator: Recognize Environmental Print

CAPA Standard(s): ELA 3, 5

Sample IEP Goal: Using a _____ prompt, the student will name/point to
environmental print with _____ % accuracy in _____ out of _____ trials as measured
by teacher data sheet.

Lesson Title: “Signs Around School”

Objective(s): When taken to a location/ sign around school, student will correctly
identify the visual that matches the location/sign.

Materials: Visual cards #22-33

Length: 30 minutes, reinforced each day during campus walks

Preparation: Copy and cut visual cards #22-33, identify where on campus the various
signs/ locations are accessible.

Guide/ Lesson:

As part of a daily walk with students around campus, begin to point out
various signs and locations to students. Use visuals as well as verbal language to
reinforce the vocabulary. In the classroom, introduce visual cards #22-33 using point
and identification skills as discussed in the “Same or Different” lesson. Have
students identify pictures that are the same as well as general picture identification
(show me ‘exit,’ etc.) using two copies of the visual cards.
Next, as students become more familiar with the location/sign and appropriate language, walk with students to a designated area or sign on campus. Place three visual card options in front of the student and ask he/she to find the card that matches the sign/location by saying “show me the sign” or “show me the place.” Record data based on student performance and prompts. If the student is unable to determine the correct answer from three choices, limit to two visuals. If the student is still unable to determine the correct answer, provide a physical prompt by pointing to the correct answer.

Move through the campus to various signs and locations and record appropriate data. This activity can be completed with multiple students at once, or one on one. Correct answers with minimal prompts should be rewarded positively (high five, fist bump, etc.).

Data Collection Method:
Use “Signs Around School” data collection sheet to record correct responses, as well as any visual cues needed.

Future Ideas/ Next Steps:
This skill can be further developed by: changing the role responsibility of teacher/student (have the student take the teacher to the sign/location designated on the card), adding additional visuals that are found around school, or completing the activity in the community by adding signs that are found in the community.
**“Signs Around School” Data Collection Form**

Student: ________________________________ Trial Date: ___________________

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>11.</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>12.</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>13.</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>14.</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>15.</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
</tbody>
</table>

Total:
Domain: Community

Level: 1

Functional Performance Indicator: Recognize Environmental Print

CAPA Standard(s): ELA 3, 5

Sample IEP Goal: Using a ______ prompt, the student will name/point to environmental print with _____ % accuracy in _____ out of _____ trials as measured by teacher data sheet.

Lesson Title: “Environmental Categories”

Objective(s): Students will categorize environmental signs and symbols based on food, places, and store bought items.


Length: 15-20 minutes

Preparation: Copy and cut visual cards #34-53. If desired, create three visual cards with the headers “food,” “places,” and “store-bought items.”

Guide/ Lesson:

Teacher will prep workstation for student (clearing unnecessary items, assisting student to sit down/ attend to task). Teacher will instruct student to listen closely and follow along.

If applicable, teacher will place visual cards with the headers “food,” “places,” and “store-bought items” in front of student. Teacher will read aloud each card.

Next, teacher will instruct student that he/she will be showing the student pictures of
items that are eaten (food), are bought in the store, or are places we visit. Teacher will state that the student will be categorizing the pictures based on food, items bought, or places to visit.

Teacher will place visual cards #34-37 in front of the student. Teacher will read aloud what each picture represents (Peanut butter, lollipops, Jello, and Playdoh). Teacher will first ask student to identify which pictures are of things we eat. Teacher will pause for student to identify answer(s) (through eye gaze, pointing, picking the picture up, etc.). Next, teacher will prompt the student to identify items that can be bought in a store and allow appropriate response time. Lastly, teacher will ask student to identify places to visit and allow response time. Teacher will record data based on student answers. For any incorrect answers or visuals not picked up/pointed to/looked at, teacher will state the answer. For example, if the student never points to “Playdoh,” the teacher would say, “Playdoh is an item we buy at the store” and place it in the appropriate category/pile.

Continue this process for the remainder of visual cards through 53, placing four cards in front of the student each time. When finished, you may review the cards placed in each category/pile.

Data Collection Method:

Use “Environmental Categories” data collection sheet to record correct responses, as well as any visual cues needed.

Future Ideas/Next Steps:
To further develop this skill, you may: add additional cards/ words, create additional categories (such as clothing, school items, etc.), place more than four cards in front of the student at a time, replace visuals with words, or allow the student to complete the task independently.
"Environmental Categories" Data Collection Form

Student: ________________________________ Trial Date: ___________________

<table>
<thead>
<tr>
<th>Visual Prompt</th>
<th>Correctly Categorized?</th>
<th>If incorrect, which category did student place it in?</th>
<th>No response? (check only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Y / N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Y / N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Y / N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Y / N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Y / N</td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td>Y / N</td>
<td></td>
<td></td>
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<tr>
<td>7.</td>
<td>Y / N</td>
<td></td>
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<tr>
<td>8.</td>
<td>Y / N</td>
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<td>9.</td>
<td>Y / N</td>
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<td>10.</td>
<td>Y / N</td>
<td></td>
<td></td>
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<tr>
<td>11.</td>
<td>Y / N</td>
<td></td>
<td></td>
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<tr>
<td>12.</td>
<td>Y / N</td>
<td></td>
<td></td>
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<tr>
<td>13.</td>
<td>Y / N</td>
<td></td>
<td></td>
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<tr>
<td>14.</td>
<td>Y / N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Y / N</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total:
Domain: Community

Level: 2

Functional Performance Indicator: *State Identifying Information*

CAPA Standard(s): ELA 15, 19

Sample IEP Goal: *Using a _____ prompt, the student will appropriately state name when asked, with _____ % accuracy in _____ out of _____ trials as measured by teacher data sheet.*

**Lesson Title: “My Name Is…”**

**Objective(s):** Students will trace his or her first and/or last name and verbally approximate his or her name.

**Materials:** Traceable name worksheet (student’s name is written in dotted or solid lines to trace- see example), small mirror, pencil, desk, two chairs.

**Length:** 15 minutes

**Preparation:** Create the traceable name worksheet. These can be teacher-created or created online through http://www.writingwizard.longcountdown.com/handwriting_practice_worksheet_maker.html

**Guide/ Lesson:**

Teacher will prep workstation for student (clearing unnecessary items, assisting student to sit down/ attend to task). Teacher will instruct student to listen closely and follow along.
Teacher will state the lesson objective— to practice writing and saying the student’s name. Teacher will place traceable name worksheet in front of student and model how to trace the block or dotted letters using a colored pen or marker. When teacher finishes, he/she will give pencil to student and ask him/her to continue with the rest of the page. Writing support may be modified based on student need (hand over hand, correct pencil placement in hand, placement at the starting point of each letter, etc.). Writing should be monitored to ensure proper formation of each letter.

Upon completion of the worksheet, teacher will state that they will now practice saying the student’s name. Teacher will model saying the name, ensuring that the student is watching the teacher’s mouth as he/she says it. Next, the teacher will ask the student to say his/her name. This can be modified to say sounds one at a time, or the name as a whole, and should be individualized based on student ability. As the student is saying the sounds in his/her name, or his/her name as a whole, hold a mirror up to the student’s face, so they may watch their mouth as each letter/sound is formed. After a reasonable amount of practice, have the student practice answering the question, “What is your name?” For this section of the lesson, it may be wise to collaborate with the speech and language pathologist.

**Data Collection Method:**

Use “My Name Is…” data collection sheet to record correct responses, as well as any visual cues needed.

**Future Ideas/ Next Steps:**
As the student becomes more familiar with saying and writing his/her name, you may expand on the skill by having the student practice introducing him/herself in the community or at school. The skill can also be developed by decreasing the size of the font to trace or removing the traceable line guide completely. Have student practice writing or signing their name on various documents—homework, schoolwork, checks, timesheets, etc.
“My Name Is…” Data Collection Form

Student: __________________________________________

Tracing Name

<table>
<thead>
<tr>
<th>Date</th>
<th>Letters correctly formed</th>
<th>Letters incorrectly formed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Stating Name

<table>
<thead>
<tr>
<th>Date</th>
<th>Sounds correctly formed</th>
<th>Sounds incorrectly formed/omitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Domain: Community

Level: 2

Functional Performance Indicator: State Identifying Information

CAPA Standard(s): ELA 15, 19

Sample IEP Goal: Using a _____ prompt, the student will show ID or personal information with _____ % accuracy in ______ out of ______ trials as measured by teacher data sheet.

**Lesson Title: “Personal Information”**

**Objective(s):** Students will trace his or her personal information (first and last name, address, and phone number) and verbally approximate information.

**Materials:** Traceable personal information worksheet (student’s information is written in dotted or solid lines to trace- see example), small mirror, pencil, desk, two chairs.

**Length:** 30 minutes

**Preparation:** Create the traceable personal information worksheet. These can be teacher-created or created online through

http://www.writingwizard.longcountdown.com/handwriting_practice_worksheet_maker.html

**Guide/ Lesson:**

Teacher will prep workstation for student (clearing unnecessary items, assisting student to sit down/ attend to task). Teacher will instruct student to listen closely and follow along.
Teacher will state the lesson objective— to practice writing and saying the student’s personal information. Teacher will place traceable personal information worksheet in front of student and model how to trace the block or dotted letters using a colored pen or marker. When teacher finishes, he/she will give pencil to student and ask him/her to continue with the rest of the page. Writing support may be modified based on student need (hand over hand, correct pencil placement in hand, placement at the starting point of each letter, etc.). Writing should be monitored to ensure proper formation of each letter.

Upon completion of the worksheet, teacher will state that they will now practice saying the student’s personal information. Teacher will model saying the information, ensuring that the student is watching the teacher’s mouth as he/she says it. Next, the teacher will ask the student to say his/her information. This can be modified to say sounds or words one at a time, and should be individualized based on student ability. As the student is saying the sounds in his/her personal information, or his/her information as a whole, hold a mirror up to the student’s face, so they may watch their mouth as each sound/word is formed. After a reasonable amount of practice, have the student practice answering the questions: “What is your name,” “Where do you live,” and “What is your phone number?” If student’s language is unclear, prompt students to show traceable personal information page as each question is answered.

Data Collection Method:
Use “Personal Information” data collection sheet to record correct responses, as well as any visual cues needed.

**Future Ideas/ Next Steps:**

As the student becomes more familiar with saying and writing his/her personal information, you may expand on the skill by decreasing the size of the font to trace or removing the traceable line guide completely. Also, have students role-play stating their personal information to other students or staff.
“Personal Information” Data Collection Form

Student: __________________________

Tracing Personal Information

<table>
<thead>
<tr>
<th>Date</th>
<th>Words/ Numbers correctly formed</th>
<th>Words/ Numbers incorrectly formed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Stating Personal Information

<table>
<thead>
<tr>
<th>Date</th>
<th>Words/ Numbers correctly formed</th>
<th>Words/ Numbers incorrectly formed/ omitted</th>
<th>Showed Personal Information Page?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Y / N</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Y / N</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Y / N</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Y / N</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Y / N</td>
</tr>
</tbody>
</table>
Domain: Community

Level: 2

Functional Performance Indicator: Community Behavior

CAPA Standard(s): H 16, HSS 2

Sample IEP Goal: Using a ______ prompt, the student will look without touching merchandise (or another behavior), with _____ % accuracy in _____ out of _____ trials as measured by teacher data sheet.

Lesson Title: “Appropriate Community Behavior”

Objective(s): Students will identify appropriate/ inappropriate behaviors for community-based instruction.

Materials: Visual cards #54-67, pencil, desk, two chairs.

Length: 20 minutes

Preparation: Copy and cut visual cards. For fine motor practice, students may cut out their own visual cards prior to starting the activity.

Guide/ Lesson:

Teacher will prep workstation for student (clearing unnecessary items, assisting student to sit down/ attend to task). Teacher will instruct student to listen closely and follow along.

Teacher will state the lesson objective- to sort good and bad behaviors when going out in the community. Teacher will place visual cards 54-55 in front of student and state that the happy face is for good or appropriate behaviors in the community. He/she will continue that the sad face is for bad or inappropriate behaviors in the
community. Teacher will model one good example and one inappropriate example. Teacher will place remaining visual cards #56-67 in front of student. Student will sort visuals into the two categories. Teacher guidance/support should be leveled based on student need and ability. One card at a time may be provided. Answers are:

Appropriate- say ‘thank you,’ happy, use money, don’t walk, walk, hold hands, eat

Inappropriate- run away from, steal, cry, bad, scream

Upon completion of the activity, teacher may review images in each category. For incorrect responses, place the visual in the correct box and explain why the behavior is appropriate/inappropriate, providing real-life examples for the student. Record data based on student responses.

Data Collection Method:

Use “Appropriate Community Behavior” data collection sheet to record correct responses.

Future Ideas/ Next Steps:

As the student becomes more familiar with appropriate and inappropriate community behavior, teacher may expand on the skill by creating reward and consequence systems based on student behavior in the community, expand the number of visuals/behaviors expected of students, role play appropriate and inappropriate behaviors in the community and practice behaviors in the community.
“Appropriate Community Behavior” Data Collection Form

<table>
<thead>
<tr>
<th>Visual</th>
<th>Correctly Placed?</th>
<th>Incorrectly Placed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Say ‘thank you’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. happy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. run away from</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. use money</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. steal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. cry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. don’t walk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. walk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. hold hands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. bad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. scream</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. eat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Domain: Community

Level: 2

Functional Performance Indicator: Community Behavior

CAPA Standard(s): H 16, HSS 2

Sample IEP Goal: Using a _______ prompt, the student will hold hands with an adult during community-based instruction with ______ % accuracy in ______ out of ______ trial as measured by teacher data sheets.

Lesson Title: “Holding Hands”

Objective(s): Students will identify purpose for holding hands with an adult in public.

Materials: social story “Brian at Disneyland,” “Brian at Disneyland” comprehension questions, pencil, desk, two chairs.

Length: 20-30 minutes

Preparation: Copy “Brian at Disneyland” comprehension questions and story.

Guide/Lesson:

Teacher will prep workstation for student (clearing unnecessary items, assisting student to sit down/ attend to task). Teacher will instruct student to listen closely and follow along.

Teacher will state the lesson objective- to learn about the importance of holding an adult’s hand in public. Teacher will read “Brian at Disneyland,” a social story about the importance of holding hands in the community. Teacher will ensure students are engaged in the story and paying attention.
Upon completion of the story, teacher will distribute “Brian at Disneyland” comprehension questions. Teacher will read aloud each question and answer choices for students and allow for appropriate response time. Teacher/staff will assist with appropriate writing supports.

Answers are:

1. c  2. a  3. b  4. a  5. b

Upon completion of the worksheet, teacher may review answers. For incorrect responses, review the correct answer, explaining why it is correct. Record data based on student responses.

Data Collection Method:

Use “Holding Hands” data collection sheet to record correct/incorrect responses and any prompts needed during the activity.

Future Ideas/ Next Steps:

As the student becomes more familiar with the purpose of holding an adult’s hand in public, begin to practice the skill in the community. Additionally, teacher may create individualized social stories specific to school and student scenarios as needed. Record data of how often students hold the adult’s hand in public.
“Holding Hands” Data Collection Form

Trial Date: ________________

<table>
<thead>
<tr>
<th>Student</th>
<th>“Brian at Disneyland” score %</th>
<th>Visual/Verbal Prompts Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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<td>7.</td>
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<td>8.</td>
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<td>10.</td>
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<td>11.</td>
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<tr>
<td>12.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
“Holding Hands” Data Collection Form

Outing Date: ___________________

<table>
<thead>
<tr>
<th>Student</th>
<th>Held hands with adult at least 80% of the outing</th>
<th>Visual/Verbal Prompts Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Y / N</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Y / N</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Y / N</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Y / N</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Y / N</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Y / N</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Y / N</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Y / N</td>
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<tr>
<td>9.</td>
<td>Y / N</td>
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<td>10.</td>
<td>Y / N</td>
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<tr>
<td>11.</td>
<td>Y / N</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Y / N</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Y / N</td>
<td></td>
</tr>
</tbody>
</table>
Domain: Community
Level: 2

Functional Performance Indicator: *Value of Money*

CAPA Standard(s): Math 6, 7

Sample IEP Goal: *Using a ______ prompt, the student will accurately identify the value of paper currency with _____ % accuracy in _____ out of _____ trials as measured by teacher data sheet.*

**Lesson Title: “Paper Money”**

**Objective(s):** Students will identify the value of $1, $5, $10, and $20 bills.

**Materials:** $1, $5, $10, and $20 bills, visual cards #68-79, pencil, desk, two chairs.

**Length:** 20 minutes

**Preparation:** Copy/ cut visual cards, have paper currency ready

**Guide/ Lesson:**

Teacher will prep workstation for student (clearing unnecessary items, assisting student to sit down/ attend to task). Teacher will instruct student to listen closely and follow along.

Teacher will state the lesson objective- to learn the value of paper money. Teacher will first demonstrate the value of each bill. Teacher will lie out cards #68-71 in front of student. Teacher will read the value of each card ($1, $5, $10, $20). Next, teacher will pick up a $1 dollar bill and place it on top of or next to the visual card reading $1 and say, “This is a $1 dollar bill, its value is $1.” Teacher will continue with the remaining amounts. Depending on student ability and level, teacher
may repeat activity multiple times. Next, teacher will prompt student to place bills on top of or next to the visual cards with the correct amounts. Record data from three trials.

Upon completion of the first portion of this activity, teacher will remove all visual cards from the table, leaving the paper currency. Teacher will place visual card #72 in front of the student. Teacher will prompt student to choose the appropriate bill needed to purchase the item pictured (doll). Teacher will record data and continue with cards 73-75, recording whether the student was able to correctly identify the bill needed for the transaction. Once the first trial is completed, a second may be done using visual cards #76-79.

Data Collection Method:

Use “Paper Money” data collection sheet to record correct/ incorrect responses during both portions of this activity.

Future Ideas/ Next Steps:

As the student becomes more familiar with the value of paper money, the skill can be translated into the community by purchasing whole-dollar items. To further develop the skill, you may also combine bills to make new amounts.
"Paper Money" Data Collection Form

Student: ________________________________ Trial Date: ________________

Matching Currency Amount

<table>
<thead>
<tr>
<th></th>
<th>$1</th>
<th>$5</th>
<th>$10</th>
<th>$20</th>
<th>% Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trial 1 (Currency amounts correctly matched)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trial 2 (Currency amounts correctly matched)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trial 3 (Currency amounts correctly matched)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Matching Currency Amounts to Item to be Purchased

<table>
<thead>
<tr>
<th></th>
<th>$1</th>
<th>$5</th>
<th>$10</th>
<th>$20</th>
<th>% Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trial 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trial 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Domain: Community
Level: 2
Functional Performance Indicator: Value of Money
CAPA Standard(s): Math 6, 7
Sample IEP Goal: Using a _______ prompt, the student will accurately identify the value of coins with _____ % accuracy in _____ out of _____ trials as measured by teacher data sheet.

Lesson Title: “Coins”

Objective(s): Students will identify the value of a penny, nickel, dime, and quarter.

Materials: penny, nickel, dime, quarter, visual cards #80-91, pencil, desk, two chairs.

Length: 20 minutes

Preparation: Copy/ cut visual cards, have coins ready

Guide/ Lesson:

Teacher will prep workstation for student (clearing unnecessary items, assisting student to sit down/ attend to task). Teacher will instruct student to listen closely and follow along.

Teacher will state the lesson objective- to learn the value of coins. Teacher will first demonstrate the value of coin. Teacher will lie out cards #80-83 in front of student. Teacher will read the value of each card (0.01, 0.05, 0.10, 0.25). Next, teacher will pick up a penny and place it on top of or next to the visual card reading 0.01 and say, “This is a penny, its value is 1 cent.” Teacher will continue with the remaining amounts. Depending on student ability and level, teacher may repeat
activity multiple times. Next, teacher will prompt student to place coins on top of or next to the visual cards with the correct amounts. Record data from three trials.

Upon completion of the first portion of this activity, teacher will remove all visual cards from the table, leaving the coins. Teacher will place visual card #84 in front of the student. Teacher will prompt student to choose the appropriate coin needed to purchase the item pictured. Teacher will record data and continue with cards 85-87, recording whether the student was able to correctly identify the coin needed for the transaction. Once the first trial is completed, a second may be done using visual cards #88-91.

Data Collection Method:

Use “Coins” data collection sheet to record correct/ incorrect responses during both portions of this activity.

Future Ideas/ Next Steps:

As the student becomes more familiar with the value of coins, the skill can be translated into the community by purchasing items for sale using coins. To further develop the skill, you may also combine coins to make new, larger amounts. Students may also sort or categorize coins based on image (presidents), color, or size.
“Coins” Data Collection Form

Student: ________________________________ Trial Date: ___________________

Matching Coin Amounts

<table>
<thead>
<tr>
<th></th>
<th>0.01 Penny</th>
<th>0.05 Nickel</th>
<th>0.10 Dime</th>
<th>0.25 Quarter</th>
<th>% Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trial 1 (Coin amounts correctly matched)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trial 2 (Coin amounts correctly matched)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trial 3 (Coin amounts correctly matched)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Matching Coin Amounts to Item to be Purchased

<table>
<thead>
<tr>
<th></th>
<th>0.01 Penny</th>
<th>0.05 Nickel</th>
<th>0.10 Dime</th>
<th>0.25 Quarter</th>
<th>% Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trial 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trial 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Domain: Vocational

Level: 1

Functional Performance Indicator: *Respond to Familiar People*

CAPA Standard(s): H 1, 4

Sample IEP Goal: *Using a ______ prompt, the student will smile, make eye contact, change expressions, and/or use expressive body movements with ______ % accuracy in ______ out of ______ trials as measured by teacher data sheet.*

**Lesson Title:** “Matching Emotions”

**Objective(s):** Students will match emotion visuals for happy, sad, tired, frustrated, excited, mad, bored, angry, confused, sick, content, and hurt.

**Materials:** two copies of visual cards #V1-12, desk, two chairs.

**Length:** 10-15 minutes

**Preparation:** Make two copies of visual cards #V1-12 (one for teacher, one for student). Cut visual cards.

**Guide/ Lesson:**

Teacher will prep workstation for student (clearing unnecessary items, assisting student to sit down/ attend to task). Teacher will instruct student to listen closely and follow along.

Teacher will state the lesson objective- to match the emotions shown on each card. Teacher will place visual cards #V1-3 in front of student. Teacher will hold up his/her copy of visual card #V1 and state, “this card shows happy. Show me the same.” Allow appropriate response time. Student may point to, pick up, gesture
towards, or look at the correct response. If the student does not respond with the correct response, repeat the prompt. Should the student continue to respond incorrectly or not at all, point to the correct response and repeat prompt. If the student does not respond correctly, use light hand over hand assistance to point to or pick up the correct visual card. Remove visual card #V1 and replace it with visual card #V4, so visual cards #V2-4 are displayed in front of the student.

Continue with the remaining visual cards through #V12, replacing each card after student responds correctly. Move in sequential order and ensure there are always three choices for the student to choose from. Record data for each emotion, as well as any visual/verbal or physical prompts needed. Correct answers should be positively reinforced (high five or fist bump, etc.).

Data Collection Method:

Use “Matching Emotions” data collection sheet to record correct/ incorrect responses during both portions of this activity.

Future Ideas/ Next Steps:

As the student becomes more familiar with the emotions in this activity, you may switch to real life images of children and adults showing the various emotions. Additionally, you may have students practice making or role-playing the emotions in this activity. Lastly, you may add additional emotion cards.
"Matching Emotions" Data Collection Form

Student: ________________________________ Trial Date: ________________

<table>
<thead>
<tr>
<th>Visual Cue</th>
<th>Correct?</th>
<th>Correct with Verbal Prompt</th>
<th>Correct with Visual Prompt</th>
<th>Correct with Hand Over Hand Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. happy</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>2. sad</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>3. tired</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>4. frustrated</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>5. excited</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>6. mad</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>7. bored</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>8. angry</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>9. confused</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>10. sick</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>11. content</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>12. hurt</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>13.</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>14.</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>15.</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
</tbody>
</table>

Total:
Domain: Vocational

Level: 1

Functional Performance Indicator: Respond to Familiar People

CAPA Standard(s): H 1, 4

Sample IEP Goal: Using a _______ prompt, the student will smile, make eye contact, change expressions, and/or use expressive body movements with _____ % accuracy in _____ out of _____ trials as measured by teacher data sheet.

Lesson Title: “Mimicking Emotions”

Objective(s): Students will mimic teacher-modeled emotions for happy, sad, tired, frustrated, excited, mad, bored, angry, confused, sick, content, and hurt.

Materials: one copy of visual cards #V1-12 (to reference), mirror, desk, two chairs.

Length: 10-15 minutes

Preparation: gather materials to workspace

Guide/ Lesson:

Teacher will prep workstation for student (clearing unnecessary items, assisting student to sit down/ attend to task). Teacher will instruct student to listen closely and follow along.

Teacher will state the lesson objective- to make/mimic the emotions or gestures modeled by the teacher. Teacher will model an exaggerated smile and state, “this shows happy. Show me happy.” Allow appropriate response time. Student may attempt or complete the gesture. If the student does not respond with the correct gesture, repeat the prompt. Should the student continue to respond incorrectly or not
at all, point to the student’s mouth and repeat prompt. If the student does not respond correctly, use light hand over hand assistance to help make the student smile. When student responds with the correct expression/ gesture, hold up a mirror for the student to see his/her face or body.

Continue with the remaining expressions shown on visual cards #V1-12. Record data for each emotion, as well as any visual/verbal or physical prompts needed. Correct answers should be positively reinforced (high five or fist bump, etc.).

Data Collection Method:

Use “Mimicking Emotions” data collection sheet to record correct/ incorrect responses during both portions of this activity.

Future Ideas/ Next Steps:

As the student becomes more familiar with the emotions in this activity, you may role-play additional emotions from stories, pictures, or scenarios. You may translate the skill to literature, asking students how each character may feel at different parts in a story.
### “Mimicking Emotions” Data Collection Form

**Student:** __________________________ **Trial Date:** ________________

<table>
<thead>
<tr>
<th>Visual Cue</th>
<th>Correct?</th>
<th>Correct with Verbal Prompt</th>
<th>Correct with Visual Prompt</th>
<th>Correct with Hand Over Hand Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. happy</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>2. sad</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>3. tired</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>4. frustrated</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>5. excited</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>6. mad</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>7. bored</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>8. angry</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>9. confused</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>10. sick</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>11. content</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>12. hurt</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>13.</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>14.</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>15.</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
</tbody>
</table>

**Total:**
Domain: Vocational

Level: 1

Functional Performance Indicator: *Comply with and Accept Direction*

CAPA Standard(s): ELA 17, HSS 1

Sample IEP Goal: *Using a ________ prompt, the student will comply with requests in the classroom with _____ % accuracy in _____ out of _____ trials as measured by teacher data sheet.*

**Lesson Title: “Appropriate Classroom Behavior”**

**Objective(s):** Students will identify appropriate/ inappropriate behaviors during classroom instruction time.

**Materials:** Visual cards #V13-26, desk, two chairs.

**Length:** 20 minutes

**Preparation:** Copy and cut visual cards. For fine motor practice, students may cut out their own visual cards prior to starting the activity.

**Guide/ Lesson:**

Teacher will prep workstation for student (clearing unnecessary items, assisting student to sit down/ attend to task). Teacher will instruct student to listen closely and follow along.

Teacher will state the lesson objective- to sort good and bad behaviors when working in the classroom. Teacher will place visual cards #V13 and V14 in front of student and state that the happy face is for good or appropriate behaviors in the classroom. He/she will continue that the sad face is for bad or inappropriate
behaviors in the classroom. Teacher will model one good example and one inappropriate example. Teacher will display remaining visual cards #V15-26 in front of student. One at a time, teacher will ask student if the behavior is appropriate or inappropriate. Student will sort visuals into the two categories by placing the visuals within the appropriate box, or pointing to the box in which the visual should be placed. Teacher guidance/support should be leveled based on student need and ability.

Answers are:

- Appropriate- stay in seat, listen to teacher, follow directions, clean up, complete work, check schedule.

- Inappropriate- scream, bad, hit others, fight, run away from, throw

Upon completion of the activity, teacher may review images in each category. For incorrect responses, place the visual in the correct box and explain why the behavior is appropriate/inappropriate, providing real-life examples for the student.

Record data based on student responses.

Data Collection Method:

Use “Appropriate Classroom Behavior” data collection sheet to record correct responses.

Future Ideas/Next Steps:

As the student becomes more familiar with appropriate and inappropriate classroom behavior, teacher may expand on the skill by creating reward and consequence systems based on student behavior, expand the number of
visuals/behaviors expected of students, or role play appropriate and inappropriate behaviors in the classroom.
“Appropriate Classroom Behavior” Data Collection Form

Student: ________________________________ Trial Date: __________________

<table>
<thead>
<tr>
<th>Visual</th>
<th>Correctly Placed?</th>
<th>Incorrectly Placed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. stay in seat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. listen to teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. follow directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. clean up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. complete work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. check schedule</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. scream</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. bad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. hit others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. fight</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. run away from</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. throw</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total:
Domain: Vocational
Level: 1

Functional Performance Indicator: *Comply with and Accept Direction*

CAPA Standard(s): ELA 17, HSS 1

Sample IEP Goal: *Using a ________ prompt, the student will travel to and from school safely on the bus with ______ % accuracy in _____ out of _____ trials as measured by teacher data sheet.*

**Lesson Title: “On the Bus”**

**Objective(s):** Students will identify appropriate steps and behavior when riding on the school bus.

**Materials:** Visual cards #V27-32, desk, two chairs.

**Length:** 10 minutes

**Preparation:** Copy and cut visual cards

**Guide/Lesson:**

Teacher will prep workstation for student (clearing unnecessary items, assisting student to sit down/ attend to task). Teacher will instruct student to listen closely and follow along.

Teacher will state the lesson objective- to put the steps for riding on the school bus in order from start to finish. Teacher will show student visual card #V32 with the numbers 1-5. Teacher will count aloud numbers while pointing (from 1-5). Teacher will state that the ‘1’ comes first, then ‘2,’ then ‘3,’ and so on. Teacher will show student visual cards #V27-31, saying aloud the image/behavior on each card. Teacher
will then prompt the student to point to the image that is done first. After allowing appropriate response time, teacher will place student answer above the ‘1’ box on visual card #V32. If student chooses the incorrect visual, teacher will prompt the student to “try again.” If the student is still unable to choose the correct visual, teacher will point to the correct visual and hand it to the student to put over the ‘1.’ Teacher will support student to order the remaining four visual cards. Once completed, teacher will point to and review the appropriate directions to follow when riding the bus (from start to finish).

Answers are:

1- walk on bus, 2- find a seat, 3- fasten seat belt, 4-stay in seat, 5- listen to directions

Upon completion of the activity, teacher may repeat the activity to increase independence and understanding.

Data Collection Method:

Use “On the Bus” data collection sheet to record correct responses.

Future Ideas/ Next Steps:

As the student becomes more familiar with appropriate steps for riding the bus, begin to collect data based on student behavior on the bus. This skill can also be translated to community buses and include the proper steps to redeem bus pass/ ticket or purchase a bus ticket.
"On the Bus" Data Collection Form

Student: ___________________________________

Trial Date: ___________________

<table>
<thead>
<tr>
<th>Visual</th>
<th>Correctly Placed?</th>
<th>Incorrectly Placed? Where did student place it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. walk on bus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. find a seat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. fasten seat belt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. stay in seat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. listen to directions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Trial Date: _________________

<table>
<thead>
<tr>
<th>Visual</th>
<th>Correctly Placed?</th>
<th>Incorrectly Placed? Where did student place it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. walk on bus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. find a seat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. fasten seat belt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. stay in seat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. listen to directions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Domain: Vocational

Level: 1

Functional Performance Indicator: *Attend to Task*

CAPA Standard(s): ELA 17, 18

Sample IEP Goal: *Using a ________ prompt, the student will remain seated during task with _____ % accuracy in _____ out of _____ trials as measured by teacher data sheet.*

**Lesson Title:** “Staying in my Seat”

**Objective(s):** Students will identify the reasons for staying in their seat during work time. Students will sequence visuals from a social story.

**Materials:** Visual cards #V33-37, desk, two chairs.

**Length:** 20 minutes

**Preparation:** Copy V33 page and cut visual cards #V34-37 (located on the right side of the story). These will be used to sequence the steps in the story when finished reading.

**Guide/ Lesson:**

Teacher will prep workstation for student (clearing unnecessary items, assisting student to sit down/ attend to task). Teacher will instruct student to listen closely and follow along.

Teacher will state the lesson objective- to listen to a story about the importance of staying in your seat during work time and then putting the steps from the story in order from start to finish. Teacher will show student visual card #V33
and read aloud social story. When reading aloud the reasons for staying in the seat, hold up the visual card #V34-37 as you read aloud that reason. For example, when reading aloud the reason “I learn better,” hold up visual card #V34. Continue with the remainder of the story. Read the story at least twice with the student.

Upon completion of the story, show student visual cards #V34-37. Explain to student he/she will now put the pictures in order as listed in the story. State, “I must stay in my seat because I learn better” and prompt student to find the card for the first reason. Record data based on student response. If student is unable to choose the correct visual card, repeat the prompt. If student is still unable to determine the correct answer, point to the correct visual card and repeat prompt. If student continues to need support to correctly respond, utilize light hand over hand assistance to help the student pick up the correct visual. Appropriate wait time should be allowed between each prompt.

Answers are:
1- learn better, 2- others focus, 3- follow directions, 4-happy

Data Collection Method:
Use “Staying in my Seat” data collection sheet to record correct responses.

Future Ideas/ Next Steps:
As the student becomes more familiar with the reasons for staying seated during an activity, you may: repeat the activity only reading the story once, ask the student to sequence the visuals without support (other than reading the story initially), or add additional reasons to stay seated during tasks.
“Staying in my Seat” Data Collection Form

Student: ________________________________ Trial Date: ________________

<table>
<thead>
<tr>
<th>Visual Cue</th>
<th>Correct?</th>
<th>Correct with Verbal Prompt</th>
<th>Correct with Visual Prompt</th>
<th>Correct with Hand Over Hand Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. learn better</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>2. others focus</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>3. follow directions</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>4. happy</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>5.</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>6.</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>7.</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>Total:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Domain: Vocational

Level: 1

Functional Performance Indicator: *Attend to Task*

CAPA Standard(s): ELA 17, 18

Sample IEP Goal: *Using a ________ prompt, the student will follow direction of the teacher with _____ % accuracy in _____ out of _____ trials as measured by teacher data sheet.*

**Lesson Title: “Tasks Within a Task”**

**Objective(s):** Students will identify and comply with four tasks within a task/activity.

**Materials:** Visual cards #V38 (example), desk, two chairs, short 10-15 minute lesson, timer.

**Length:** 15-20 minutes

**Preparation:** Copy visual cards #V38 (two copies). One copy will remain the same (can be laminated), and one copy will be to cut out the visuals (individual tasks).

These visuals should be laminated with Velcro attached on the back. Attach opposite side of Velcro to the original copy of #V38. Student will attach each visual as he/she completes that portion of the task. This task breakdown visual should be individualized based on student needs and behavior. Visual card #V38 is provided as an example, but may not meet the needs of all unique students.

**Guide/Lesson:**
Teacher will prep workstation for student (clearing unnecessary items, assisting student to sit down/attend to task). Teacher will instruct student to listen closely and follow along.

Teacher will state the lesson objective. This can be any academic objective. The activity should be short, roughly 10-15 minute. During the activity, have visual card #V38 in front of the student and reference as needed to remind student of the desired behaviors in order to earn a break (five minutes). Upon completion of the academic activity, review (one by one) whether or not the student completed each individual task within a task. For example, ask the student if he/she “stayed in seat.” If the student did, allow the student to place the visual for “stay in seat” on the card. Next, ask the student if he/she “completed their work.” If the student did, allow the student to place the visual for “complete work” on the card. Lastly, as the student if he/she used “nice words.” If he/she did, allow the student to place the visual for “nice words” on the card. If the student completed all three tasks successfully, give the student the card for “free time” to place on the visual. Set a timer and allow the student five minutes of free time.

**Data Collection Method:**

Use “Tasks Within a Task” data collection sheet to record correct behavior.

**Future Ideas/Next Steps:**

As the student becomes more familiar with the behavior system, you may add additional behaviors or tasks within each activity. It is recommended that the teacher create an individualized behavior strip for each portion of the student’s day.
student earns the breaks throughout the day, he/she may also be earning points
towards a larger, more preferred activity/ reward/ prize at the end of the day or week.
“Tasks Within a Task” Data Collection Form

Student: ___________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Earned free time (# of times)</th>
<th>Did not earn free time (# of times)</th>
<th>Why did the student not earn free time?</th>
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</thead>
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</table>
Domain: Vocational

Level: 1

Functional Performance Indicator: *Appropriate Use of Materials and Space*

CAPA Standard(s): HSS 2

Sample IEP Goal: *Using a ________ prompt, the student will appropriately use personal space (keep hands to self), with _____ % accuracy in _____ out of _____ trials as measured by teacher data sheet.*

**Lesson Title: “Quiet Hands”**

**Objective(s):** Students will comply with teacher requests to keep his/her hands to self during an academic lesson.

**Materials:** Visual cards #V39, desk, two chairs, short 10-15 minute lesson, cherrios or other small food/candy or reinforcer.

**Length:** 10-15 minutes

**Preparation:** Copy visual card #V39. It may be wise to make multiple copies of this card for use and reinforcement during lessons/ periods of the day.

**Guide/ Lesson:**

Teacher will prep workstation for student(s) (clearing unnecessary items, assisting student to sit down/ attend to task). Teacher will instruct student(s) to listen closely and follow along.

Teacher will state the lesson objective. This can be any academic objective. The activity should be short, roughly 10-15 minute. Show target student visual card #V39. Model for student what “Quiet Hands” looks like. This should be both hands
folded on desk, or in lap. Tell student that when he/she is observed with “quiet hands,” he/she will receive a reward. Begin the lesson. If possible, every 10-15 seconds, reward student for having “quiet hands” with one cherrio/candy, etc. If student pushes, hits, or displays a behavior contrary to quiet hands, show student the visual and ask him/her to show you “quiet hands.” During the activity, have visual card #V39 in front of the student and reference as needed to remind student of the desired behaviors in order to earn a cherrio/candy, or whatever the student has chosen as a reinforcer.

As the student remains engaged with quiet hands for longer periods of time, increase the interval between rewards to 30 seconds or 1 minute. The prompting and rewards should be faded as student responds to the behavior modification. If the student regresses with the behavior (displays it more frequently), increase the amount of rewards (give the student the reward in shorter intervals of time).

**Data Collection Method:**

Use “Quiet Hands” data collection sheet to record correct behavior.

**Future Ideas/ Next Steps:**

As the student becomes more familiar with the desired behavior, decrease the amount of prompting throughout the day. You may also switch rewards from food to a larger, more preferred reward (free time, computer, iPad, etc.). Transfer the skill beyond academic times, to incorporate social and unstructured time, as well as community and vocational periods of the day/week.
“Quiet Hands” Data Collection Form

Student: _______________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Number of Visual/Verbal Prompts for Quiet Hands</th>
<th>Teacher Comments</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Domain: Vocational

Level: 1

Functional Performance Indicator: *Appropriate Use of Materials and Space*

CAPA Standard(s): HSS 2

Sample IEP Goal: *Using a _______ prompt, the student will appropriately use objects in his/her environment (chairs, tables, cup, and crayons) with ______ % accuracy in _____ out of _____ trials as measured by teacher data sheet.*

**Lesson Title:** “Matching Objects to Appropriate Use”

**Objective(s):** Students will match a chair, food, paper, crayons, and cup to their appropriate uses.

**Materials:** copy visual cards #V40-49, desk, two chairs.

**Length:** 10-15 minutes

**Preparation:** Cut visual cards.

**Guide/ Lesson:**

Teacher will prep workstation for student (clearing unnecessary items, assisting student to sit down/ attend to task). Teacher will instruct student to listen closely and follow along.

Teacher will state the lesson objective- to match the objects shown on each card to its appropriate use. Teacher will place visual cards #V41, 43, 45, 47, 49 in front of student. Read aloud and explain the image on each card. Teacher will hold up his/her copy of visual card #V40 and state, “this card shows a chair. Show me what a chair is used for.” Allow appropriate response time. Student may point to,
pick up, gesture towards, or look at the correct response. If the student does not respond with the correct response, repeat the prompt. Should the student continue to respond incorrectly or not at all, point to the correct response and repeat prompt. If the student does not respond correctly, use light hand over hand assistance to point to or pick up the correct visual card.

Continue with the remaining visual cards through #V42, 44, 46, and 48. Record data for each object, as well as any visual/verbal or physical prompts needed. Correct answers should be positively reinforced (high five or fist bump, etc.).

Data Collection Method:

Use “Matching Objects to Appropriate Use” data collection sheet to record responses and any visual/verbal prompts needed.

Future Ideas/ Next Steps:

As the student becomes more familiar with the objects in this activity, you may add additional images and functions from the student’s school, community, or home life. You may also reverse the activity and prompt student to find the object when shown its use.
“Matching Objects to Appropriate Use” Data Collection Form

Student: ________________________________ Trial Date: ________________

<table>
<thead>
<tr>
<th>Visual Cue</th>
<th>Correct?</th>
<th>Correct with Verbal Prompt</th>
<th>Correct with Visual Prompt</th>
<th>Correct with Hand Over Hand Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. chair</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>2. cup</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>3. paper</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>4. crayons</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>5. food/drink</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>6.</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
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<tr>
<td>7.</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
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<tr>
<td>8.</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
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<td>9.</td>
<td>Y / N</td>
<td>Y / N</td>
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<td>10.</td>
<td>Y / N</td>
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<td>13.</td>
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<td>14.</td>
<td>Y / N</td>
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<td>15.</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
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<td><strong>Total:</strong></td>
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</tbody>
</table>
Domain: Vocational

Level: 2

Functional Performance Indicator: Task Completion

CAPA Standard(s): HSS 3, 15

Sample IEP Goal: Using a ______ prompt, the student will complete a variety of tasks/activities (e.g. washing dishes, hanging clothes, putting clothes away, and wiping tables) with ______ % accuracy in ______ out of ______ trials as measured by teacher data sheet.

Lesson Title: “Washing Dishes”

Objective(s): Students will order the steps in washing dishes. Student will role-play steps in washing dishes at a specified time during the day/schedule.

Materials: copy visual cards #V50-57, desk, two chairs, dirty dishes, dish soap, dish sponge, drying rack or space, dish towel.

Length: 10-15 minutes for order activity, 10-15 minutes for dishwashing activity.

Preparation: Cut visual cards, dirty dishes, prepare materials needed to wash/dry dishes.

Guide/Lesson:

Teacher will prep workstation for student (clearing unnecessary items, assisting student to sit down/attend to task). Teacher will instruct student to listen closely and follow along.

Teacher will state the lesson objective- to order the steps in washing dishes in the sink. Teacher will place visual cards #V50-57 in front of student in order. Read
aloud and explain the image on each card, emphasizing each step in washing the
dishes. Repeat the correct order twice for student. Next, shuffle the order of the
visuals cards on the desk. Ensure they are out of order, but that all are in the student’s
line of sight. Prompt the student to put the cards in order from first step to last step.
If the student is unable to complete the task, repeat the correct order once or twice
and allow the student a second time to complete the task. If the student is still unable
to complete the task, remove the last four visuals from the table, and shuffle the first
four steps only. Once student is successful with the first four steps, put the second
four steps on the table and prompt students to order the last four steps.

Record data for each step, as well as any visual/verbal or physical prompts
needed. Correct answers should be positively reinforced (high five or fist bump,
etc.).

Correct answers:

1- V50 (dirty dishes in sink), 2- V51 (warm water), 3- V52 (dish soap), 4-
V53 (soap on sponge), 5- V54 (wash dishes), 6- V55 (rinse dishes), 7- V56 (put on
dish rack), 8- V57 (dry with towel).

Data Collection Method:

Use “Washing Dishes” data collection sheet to record responses and any
visual/verbal prompts needed.

Future Ideas/ Next Steps:

As the student becomes more familiar with the steps in washing dishes, begin
to role-play and practice washing dishes. Build a specific “clean up” time into the
student’s routine and emphasize the job of washing dishes. Post eight step visuals above the sink, in the student’s line of sight. Begin by modeling dish washing for the student, and then allow the student to participate in steps with the teacher (half and half, alternating steps, etc.). As student becomes more comfortable and competent with each step, designate more responsibility and collect data on student performance.
"Washing Dishes" Data Collection Form

Student: ________________________________ Trial Date: ___________________

<table>
<thead>
<tr>
<th>Visual</th>
<th>Correctly Placed?</th>
<th>Incorrectly Placed? Where did student place it?</th>
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</thead>
<tbody>
<tr>
<td>1. dirty dishes in sink</td>
<td></td>
<td></td>
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<td>2. warm water</td>
<td></td>
<td></td>
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<tr>
<td>3. dish soap</td>
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<tr>
<td>4. soap on sponge</td>
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<tr>
<td>5. wash dishes</td>
<td></td>
<td></td>
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<tr>
<td>6. rinse dishes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. put on dish rack</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. dry with towel</td>
<td></td>
<td></td>
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</tbody>
</table>
"Washing Dishes" Data Collection Form

Student: ________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>% Accuracy in washing dishes (# of correct steps/ 8)</th>
<th>Date</th>
<th>% Accuracy in washing dishes (# of correct steps/ 8)</th>
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</tbody>
</table>
Domain: Vocational

Level: 2

Functional Performance Indicator: *Task Completion*

CAPA Standard(s): HSS 3, 15

Sample IEP Goal: *Using a _______ prompt, the student will complete a variety of tasks/activities (e.g. washing dishes, hanging clothes, putting clothes away, and wiping tables) with ______ % accuracy in ______ out of ______ trials as measured by teacher data sheet.*

**Lesson Title: “Laundry”**

**Objective(s):** Students will order the steps in doing laundry. Student will role-play steps in doing laundry at a specified time during the day/schedule.

**Materials:** copy visual cards #V58-66, desk, two chairs, dirty laundry, laundry detergent, dryer sheets, hamper, washer, dryer.

**Length:** 10-15 minutes for order activity, 60-90 minutes for laundry activity.

**Preparation:** Cut visual cards, dirty laundry, prepare materials needed to wash/dry clothes.

**Guide/ Lesson:**

Teacher will prep workstation for student (clearing unnecessary items, assisting student to sit down/attend to task). Teacher will instruct student to listen closely and follow along.

Teacher will state the lesson objective- to order the steps in doing laundry.

Teacher will place visual cards #V58-66 in front of student in order. Read aloud and
explain the image on each card, emphasizing each step in doing laundry. Repeat the correct order twice for student. Next, shuffle the order of the visuals cards on the desk. Ensure they are out of order, but that all are in the student’s line of sight. Prompt the student to put the cards in order from first step to last step. If the student is unable to complete the task, repeat the correct order once or twice and allow the student a second time to complete the task. If the student is still unable to complete the task, remove the last five visuals from the table, and shuffle the first four steps only. Once student is successful with the first four steps, put the last five steps on the table and prompt students to order the last five steps.

Record data for each step, as well as any visual/verbal or physical prompts needed. Correct answers should be positively reinforced (high five or fist bump, etc.).

Correct answers:

1- V58 (dirty clothes in hamper), 2- V59 (laundry detergent), 3- V60 (clothes washer), 4- V61 (listen), 5- V62 (clothes dryer), 6- V63 (dryer sheet), 7- V64 (listen), 8- V65 (fold clothes), 9- V66 (clean lint screen).

Data Collection Method:

Use “Laundry” data collection sheet to record responses and any visual/verbal prompts needed.

Future Ideas/ Next Steps:

As the student becomes more familiar with the steps in doing laundry, begin to role-play and practice doing laundry. Build a specific “clean up” time into the
student’s routine and emphasize the job of doing laundry. Post nine step visuals above the washer/dryer, in the student’s line of sight. Begin by modeling doing laundry for the student, and then allow the student to participate in steps with the teacher (half and half, alternating steps, etc.). As student becomes more comfortable and competent with each step, designate more responsibility and collect data on student performance.
“Laundry” Data Collection Form

Student: ________________________________ Trial Date: ___________________

<table>
<thead>
<tr>
<th>Visual</th>
<th>Correctly Placed?</th>
<th>Incorrectly Placed? Where did student place it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. dirty clothes in hamper</td>
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<td></td>
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<tr>
<td>2. laundry detergent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. clothes washer</td>
<td></td>
<td></td>
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<tr>
<td>4. listen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. clothes dryer</td>
<td></td>
<td></td>
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<tr>
<td>6. dryer sheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. listen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. fold clothes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. clean lint screen</td>
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</tbody>
</table>
"Laundry" Data Collection Form

Student: ___________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>% Accuracy in doing laundry (# of correct steps/ 9)</th>
<th>Date</th>
<th>% Accuracy in doing laundry (# of correct steps/ 9)</th>
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<tbody>
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</table>
Domain: Vocational

Level: 2

Functional Performance Indicator: Positive Work Behavior

CAPA Standard(s): H 2

Sample IEP Goal: Using a _______ prompt, the student will show positive attitude while engaged in work task with ______ % accuracy in ______ out of ______ trials as measured by teacher data sheet.

Lesson Title: “Positive Attitude”

Objective(s): Students will sort positive and negative work behaviors.

Materials: copy visual cards #V67-78, desk, two chairs.

Length: 10-15 minutes

Preparation: Cut visual cards. #V67 and #V68 can stay on the same page if desired, but #V69-78 must be individually cut for the student to sort.

Guide/ Lesson:

Teacher will prep workstation for student (clearing unnecessary items, assisting student to sit down/ attend to task). Teacher will instruct student to listen closely and follow along.

Teacher will state the lesson objective- to sort positive and negative behaviors when at work. Teacher will place visual cards V67 and V68 in front of student and state that the happy face is for good or positive behaviors at work. He/she will continue that the sad face is for bad or negative behaviors at work. Teacher will model one positive example and one negative example. Teacher will display
remaining visual cards #V69-78 in front of student. One at a time, teacher will ask student if the behavior is positive or negative. Student will sort visuals into the two categories by placing the visuals within the appropriate box, or pointing to the box in which the visual should be placed. Teacher guidance/ support should be leveled based on student need and ability.

Answers are:

Positive- smile, nice words, shake hands, wear uniform, listen to directions

Negative- cry, be mean, hit others, bored, and sleep

Upon completion of the activity, teacher may review images in each category. For incorrect responses, place the visual in the correct box and explain why the behavior is positive/negative, providing real-life examples for the student. Record data based on student responses.

**Data Collection Method:**

Use “Positive Attitude” data collection sheet to record correct responses.

**Future Ideas/ Next Steps:**

As the student becomes more familiar with positive and negative work behavior, teacher may expand on the skill by creating a reward and consequence system based on student behavior at work, expand the number of visuals/behaviors expected of students, or role play appropriate and inappropriate behaviors at work.
“Positive Attitude” Data Collection Form

Student: ________________________________ Trial Date: ___________________

<table>
<thead>
<tr>
<th>Visual</th>
<th>Correctly Placed?</th>
<th>Incorrectly Placed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. smile</td>
<td></td>
<td></td>
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<tr>
<td>2. nice words</td>
<td></td>
<td></td>
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<tr>
<td>3. shake hands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. cry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. wear uniform</td>
<td></td>
<td></td>
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<tr>
<td>6. be mean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. hit others</td>
<td></td>
<td></td>
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<tr>
<td>8. listen to directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. bored</td>
<td></td>
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<tr>
<td>10. sleep</td>
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<td>11.</td>
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<td>12.</td>
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<td>13.</td>
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<td>Total:</td>
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</tbody>
</table>
Domain: Vocational

Level: 2

Functional Performance Indicator: *Positive Work Behavior*

CAPA Standard(s): H 2

Sample IEP Goal: *Using a _______ prompt, the student will show positive attitude while engaged in work task with ______ % accuracy in ______ out of ______ trials as measured by teacher data sheet.*

**Lesson Title:** “*Ask for Help!*”

**Objective(s):** Students will identify how to ask for help in a work setting. Students will sequence visuals from a social story.

**Materials:** Visual cards #V79-83, desk, two chairs.

**Length:** 20 minutes

**Preparation:** Copy and cut visual cards #V79-83. These will be used to sequence the steps in the story when finished reading.

**Guide/ Lesson:**

Teacher will prep workstation for student (clearing unnecessary items, assisting student to sit down/ attend to task). Teacher will instruct student to listen closely and follow along.

Teacher will state the lesson objective- to listen to a story about how to ask for help at work and then put the steps from the story in order from start to finish.

Teacher will show student visual cards #V79-83 (in order) and read aloud the social story. When reading aloud Ashley’s actions each day, hold up the visual card #V79-
83 that matches that action. For example, when reading aloud the fourth day (when Ashley cries), hold up visual card #V82. Continue with the remainder of the story. Read the story at least twice with the student.

Upon completion of the story, show the student visual cards #V79-83. Explain to student he/she will now put the pictures in order as listed in the story. State, “Now we will put in order Ashley’s actions each day in the story.” Prompt student to find the card for the first day. Record data based on student response. If student is unable to choose the correct visual card, repeat the prompt. If student is still unable to determine the correct answer, point to the correct visual card and repeat prompt. If student continues to need support to correctly respond, utilize light hand over hand assistance to help the student pick up the correct visual. Appropriate wait time should be allowed between each prompt.

Answers are:

1- sit, 2- looked at partner, 3- hit, 4- cry, 5- asked for help

Data Collection Method:

Use “Ask for Help!” data collection sheet to record correct responses.

Future Ideas/ Next Steps:

As the student becomes more familiar with how to ask for help, you may: role play asking for help in a variety of scenarios or practice asking for help at different times and in different settings throughout the school day.
**“Ask for Help!” Data Collection Form**

Student: ________________________________  Trial Date: ___________________

<table>
<thead>
<tr>
<th>Visual Cue</th>
<th>Correct?</th>
<th>Correct with Verbal Prompt</th>
<th>Correct with Visual Prompt</th>
<th>Correct with Hand Over Prompt</th>
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</thead>
<tbody>
<tr>
<td>1. sit</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
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<tr>
<td>2. looked at partner</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>3. hit</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>4. cry</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>5. asked for help</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>Total:</td>
<td></td>
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</tr>
</tbody>
</table>
Domain: Vocational
Level: 2
Functional Performance Indicator: *Awareness of Time: Future*
CAPA Standard(s): HSS 15, 16
Sample IEP Goal: *Using a ______ prompt, the student will make plans to be carried out in a day or two, with ______ % accuracy in ______ out of ______ trials as measured by teacher data sheet.*

**Lesson Title: “Calendar”**

**Objective(s):** Students will identify the date, day of the week, month, and count from 1 to 28, 29, 30, or 31 (depending on the number of days in the current month).

**Materials:** Visual calendar on the board (that includes an area for “yesterday, today, tomorrow” and weather with visuals), visual schedule for the day, individual calendar (created through Boardmaker templates), clear sheet protectors, washable markers, pointer to use at the board.

**Length:** 20 minutes

**Preparation:** Create monthly calendars using Boardmaker- “open a template” → “BM Calendars” → select either Mon.-Sun. or Sun-Sat. for day of week display → select the day of the week the month begins on. Copy enough calendars for each student to have one. Place each calendar inside of a clear sheet protector.

**Guide/ Lesson:**

This activity is best done as a whole class morning routine each day. Begin the routine by passing out a calendar and marker to each student. Point to the large
calendar on the board and state, “Today is (day of week), (month of year), (day of month), (year).” Example- “Today is Monday May 23rd, 2012.” While pointing to the day of the month on the visual calendar, prompt students to find the date on their own calendars. Circle around the room and assist students to mark the date (with a check, circle, ‘x,’ etc.).

After all students have identified the date, as a whole, state the day of the week and what day it was yesterday and the day it will be tomorrow. Identify the season and the weather for the day. You may have students make predictions about the weather for the next day. Have students choose from different images the appropriate clothing to wear based on the day’s weather. Review the daily schedule broken down by periods of the day.

One by one, have students come to the front of the room and count the days of the month. Provide appropriate assistance as needed- hand over hand, redirection, counting aloud with the student, etc. Record data based on independent work during this activity using the data record provided.

Data Collection Method:
Use “Calendar” data collection sheet to record correct responses.

Future Ideas/ Next Steps:
As the student becomes more familiar with the calendar routine, designate jobs to students. One student can be in charge of passing out the calendar, another in charge of checking calendar responses, etc. You can also increase independence level when counting by stepping away and allowing the student to complete the task.
unsupported. You may also use American Sign Language to sign the days of the week, month, year, weather, etc.
“Calendar” Data Collection Form

Student: ________________________________ Trial Date: ___________________

<table>
<thead>
<tr>
<th>Date marked correctly? (Independent)</th>
<th>Correct with verbal prompting?</th>
<th>Correct with visual prompting?</th>
<th>Correct with hand over hand?</th>
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Numbers Pointed to During Counting (circle)

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<td>1</td>
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<td>5</td>
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<td>7</td>
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<td>30</td>
<td>31</td>
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</tbody>
</table>
Domain: Vocational

Level: 2

Functional Performance Indicator: *Awareness of Time: Future*

CAPA Standard(s): HSS 15, 16

Sample IEP Goal: *Using a ________ prompt, the student will appropriately identify day and night activities from pictures with ______ % accuracy in ______ out of ______ trials as measured by teacher data sheet.*

**Lesson Title: “Day and Night”**

**Objective(s):** Students will sort events that occur at night and those that occur during the day.

**Materials:** visual cards #V84-V93, desk, two chairs

**Length:** 10-15 minutes

**Preparation:** Copy and cut visual cards

**Guide/ Lesson:**

Teacher will prep workstation for student (clearing unnecessary items, assisting student to sit down/attend to task). Teacher will instruct student to listen closely and follow along.

Teacher will state the lesson objective- to sort activities (visuals) by those that occur at night and those that occur during the day. Teacher will display #V84-85 in front of the student. Teacher will state that V84 is a picture of the day and V85 is a picture of the night. One at a time, show student visual cards #V86-93. For each visual, prompt the student to place it in either the day or night category. If the student...
places the image in the incorrect area, prompt the student to “try again.” If he/she continues to place the image in the incorrect category, point to the correct category and repeat, “try again.” If the student continues to place the visual in the incorrect category, use light hand over hand assistance to help the student place the visual in the correct area.

Upon completion of the sorting activity, review the activities in each category, stating that “during the day we…” and “during the night we…” Review the activity regularly and repeat as needed.

Answers:

Day- breakfast, lunch, get dressed, work

Night- dinner, sleep, shower, dream

Data Collection Method:

Use “Day and Night” data collection sheet to record correct responses.

Future Ideas/ Next Steps:

As the student becomes more familiar with activities during day and night, you may add additional activities specific to the student’s schedule or home life style. Additionally, to further this concept, you may introduce time and the use of analog or digital clocks by assigning a time to certain activities and have the student match time and activities. For example, the student may match a picture of a digital clock reading “8:00am” to a picture of eating breakfast.
"Day and Night" Data Collection Form

Student: ________________________________ Trial Date: ___________________

<table>
<thead>
<tr>
<th>Visual Cue</th>
<th>Correct?</th>
<th>Correct with Verbal Prompt</th>
<th>Correct with Visual Prompt</th>
<th>Correct with Hand Over Hand Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. dinner</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>2. breakfast</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>3. lunch</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>4. sleep</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>5. get dressed</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>6. work</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>7. shower</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
<tr>
<td>8. dream</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
</tbody>
</table>

Total:
Domain: Vocational

Level: 2

Functional Performance Indicator: Requesting Attention/ Assistance

CAPA Standard(s): HSS 2, H 2

Sample IEP Goal: Using a ______ prompt, the student will raise hand and wait for acknowledgement before requesting help with _____ % accuracy in ______ out of ______ trials as measured by teacher data sheet.

Lesson Title: “Wait to Speak”

Objective(s): Students will order the steps required to answer a question or ask for help/ ask a question.

Materials: visual cards #V94-101, desk, two chairs

Length: 10-15 minutes

Preparation: Copy and cut visual cards

Guide/ Lesson:

Teacher will prep workstation for student (clearing unnecessary items, assisting student to sit down/ attend to task). Teacher will instruct student to listen closely and follow along.

Teacher will state the lesson objective for the first part of the lesson- to order the steps required to ask for help. Teacher will display visual cards #V94-97 in front of the student, saying these are the steps required to ask for help. In order, lift or point to each visual, reading what is on each card. This may be repeated if needed. Next, remove visual cards and shuffle for student. Prompt student to order the visuals
required for each step in asking a question. Ask student to “show me the first thing you need to do to ask a question.” Continue with the second, third, and fourth step. Upon conclusion of this part of the activity, record student answers and reorder in the correct order if needed. If student got one or more step incorrect, review the correct order and repeat the activity.

When the student has correctly ordered the steps to asking a question, remove visual cards #V94-97. Replace with visual cards #V98-101. Inform student that the new objective will be to order the steps required for answering a question. Follow the same sequence listed above with the new visuals. Record student answers.

**Data Collection Method:**

Use “Wait to Speak” data collection sheet to record correct responses.

**Future Ideas/ Next Steps:**

As the student becomes more familiar with the appropriate steps to ask for help or answer a question, you may begin to role-play the scenarios and when it is/is not appropriate to ask or answer a question. Additionally, you may customize the steps required for individual students based on specific behavior.
“Wait to Speak” Data Collection Form

Student: ________________________________ Trial Date: ___________________

<table>
<thead>
<tr>
<th>Visual</th>
<th>Correctly Placed?</th>
<th>Incorrectly Placed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. when to speak</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. raise hand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. wait to be called on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. ask your question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. when to answer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. raise hand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. wait to be called on</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. answer the question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
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<tr>
<td>10.</td>
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<td>11.</td>
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<td>12.</td>
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<tr>
<td>Total:</td>
<td></td>
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</tr>
</tbody>
</table>
Domain: Vocational

Level: 2

Functional Performance Indicator: Requesting Attention/ Assistance

CAPA Standard(s): HSS 2, H 2

Sample IEP Goal: Using a _______ prompt, the student will ask for assistance in an appropriate tone of voice (i.e. in a non-loud voice), with ______ % accuracy in _____ out of ______ trials as measured by teacher data sheet.

Lesson Title: “How to Ask”

Objective(s): Students will identify the appropriate and inappropriate ways to ask for assistance.

Materials: visual cards #V102-109, desk, two chairs

Length: 10-15 minutes

Preparation: Copy and cut visual cards

Guide/ Lesson:

Teacher will prep workstation for student (clearing unnecessary items, assisting student to sit down/ attend to task). Teacher will instruct student to listen closely and follow along.

Teacher will state the lesson objective for the lesson- determine the appropriate and inappropriate ways to ask for assistance. Teacher will display visual cards #V102-103 in front of the student, expressing that the happy face is indicative of appropriate voices when asking for help, while the sad face is indicative of inappropriate voices. One by one display visual cards #V104-109 in front of the
student. Show the visual as well as mimic the volume or type of voice. For example, while displaying the card for “mumble,” ensure you demonstrate what mumbling is for the student. After displaying each card one by one, ask the student to place the card in the correct category - appropriate or inappropriate by pointing, gesturing, or placing the card in the category.

Upon conclusion of the activity, review the student choices in each category. If necessary, place any incorrect responses in the correct category. Record student answers and repeat if necessary.

Answers:

Appropriate - normal voice

Inappropriate - whisper, scream, mumble, loud, quiet

Data Collection Method:

Use “How to Ask” data collection sheet to record correct responses.

Future Ideas/ Next Steps:

As the student becomes more familiar with the appropriate ways to ask for assistance, you may role-play when it would be appropriate to use a variety of voices - whisper, scream, mumble, loud, and quiet. You may also emphasize the importance of speaking in a normal voice and clearly by playing a game of “telephone.” You may also have students speak into piping or tubing that reaches to their ear so they can hear the sound and volume of their own voice.
“How to Ask” Data Collection Form

Student: ________________________________ Trial Date: ________________

<table>
<thead>
<tr>
<th>Visual</th>
<th>Correctly Placed?</th>
<th>Incorrectly Placed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. whisper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. scream</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. mumble</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. normal voice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. loud</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. quiet</td>
<td></td>
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</tr>
</tbody>
</table>

Student: ________________________________ Trial Date: ________________

<table>
<thead>
<tr>
<th>Visual</th>
<th>Correctly Placed?</th>
<th>Incorrectly Placed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. whisper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. scream</td>
<td></td>
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<tr>
<td>3. mumble</td>
<td></td>
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<tr>
<td>4. normal voice</td>
<td></td>
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<tr>
<td>5. loud</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. quiet</td>
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</tr>
</tbody>
</table>
Chapter Five: Project Recommendations

This project was designed to answer three key questions:

1) What is the need for and benefit from community-based instruction for high school students with moderate/severe disabilities?

2) What curriculum is available to teach community and vocational skills for these students?

3) What supplemental material can be developed to better meet the needs of these students in the community and vocational domains of the Basics2 curriculum?

Through an in-depth study of recent research in the field, a need for supplemental curriculum materials, specifically in the areas of community-based instruction and vocational training, was identified. By developing a simple and complete lesson design, and attaching the necessary resources and data sheets, this project serves as a valuable resource for teachers working with students who have moderate/severe disabilities at the high school level. Through its implementation in the classroom, students will make growth towards independence in the community setting with meaningful practice and repetition.

It is recommended that this project be used in conjunction with already established classroom routines and procedures. The lessons are designed to be used in a variety of environments and in either a one on one setting or with a small group. Lessons should be repeated and reinforced to have more reliable and long-term data for progress on goals and grading.
Lessons Learned

The initial lesson learned during the creation of this project was the immense need for this type of curriculum. There is a strong research base in scope and sequences, as well as curriculum outlines, but little in the way of tangible manipulatives and lesson plans. This project is aimed at beginning to fill this void and provide a small amount of useful teacher resources.

A second lesson learned throughout this process was the need to create a clear and cohesive structure to the curriculum. It was important to create a lesson design and stick to it throughout the project. This would help make it more useful for teachers and easier to follow. Providing a complete lesson design— that included the guide, data sheets, and necessary resources (visual cards, social stories, worksheets, etc.) helps the lessons to easily translate to use in the classroom.

A final lesson learned during this project was the need to isolate individual skills and tasks to address. The choice was made early on to only address two of the five domains of the Basics2 curriculum. Furthermore, a choice was made to only focus on the first two skill levels of each domain. In order to properly address each area of need, three to four functional performance indicators were chosen from each level in the community and vocational domains. This allowed a select amount of skills to be properly developed and addressed, rather than a large amount of skills to be addressed in a poor or incomplete manner.

Educational Implications
If this project is implemented in the manner described in the lesson designs, it can be expected that students will gain significant and applicable skills in the area of community and vocational training. This guide is meant to prepare students for more successful learning opportunities in the community and vocational setting by teaching them a solid foundation in many of the important skills they will need to be successful beyond the classroom.

The resources designed in this project are meant to support learning in the community areas of: selecting preferred item, following directions, recognizing environmental print, stating identifying information, community behavior, and the value of money. In addition, the resources are meant to support learning in the vocational areas of: responding to familiar people, complying with and accepting direction, attending to task, appropriate use of materials and space, task completion, positive work behavior, awareness of time: future, and requesting attention/assistance.

Through individual and small group instruction with the lesson designs and resources provided, it is projected that students will become more successful in the community and vocational setting and be able to complete tasks and respond appropriately to various situations and needs. The overall intent of this project was to support students in becoming more independent and successful citizens in the community and vocational setting.

**Project Implementation Plan**
It is intended that students are initially assessed and placed at the appropriate level according to Basics2. For those students who place within the level 1 to 2 range, the lessons provided in this curriculum should be used in conjunction with other materials and resources to work through the functional performance indicators listed within the domains. Lessons should be repeated until a student consistently (three or more times) completes the task with at least 80% accuracy. It does not matter the order in which the functional performance indicators are completed, but just that level 1 is completed before level 2.

**Limitations of Project**

This project was designed to meet the needs of many students with moderate/severe disabilities. However, the extent of this project is limited to level and abilities. This curriculum is meant for students at the high school level who have reasonable access to vocational and community training and experiences. Additionally, the use of these lesson plans are intended for students at the lowest two levels according to the Basics2 curriculum. Students functioning at higher levels of ability will need additional resources and lesson plans.

This project only addresses a limited amount of functional performance indicators from the many listed in each domain. In order to address these other skills, additional lesson plans and resources will need to be developed. Furthermore, there are only two lessons to address each functional performance indicator. To ensure retention and understanding, lessons may need to be repeated multiple times or modified to meet student need.
Resources were designed with the use of common visuals and language, but these may need to be adjusted to meet the needs of students who are learning English as a second language, or for students with different cultures, backgrounds, or experiences.

**Future Research or Project Suggestions**

In order to continue research in this area, it is suggested that teachers individualize the lesson designs provided to the exact needs of the students in their classrooms. Secondly, as mentioned before, more lesson designs and materials will need to be developed in order to progress towards the additional functional performance indicators not addressed through this project. Furthermore, as the students make progress through level 1 and 2, it is recommended that teachers create lesson plans and materials to address the more advanced levels of the curriculum (Level 3 and higher) as well as the other domains in the Basics2 curriculum. It is also recommended that teachers who work with the target population continue their own research and studies into new and related materials and lessons available to address community and vocational training needs, as well as adopt or modify any new resources that are developed. Over time, curriculum and resources are being developed in new and better ways, and it is always important to stay abreast of this new research.

**Summary/ Conclusion**

The goal of this project was to address research questions in the area of community based instruction. Specifically addressed in this project was the need and
availability of resources and curriculum to teach community and vocational skills. Through a solid research base, a definite need for curriculum resources was discovered and supplemental resources were created to align with the Basics2 curriculum. A cohesive and clear structure to lesson plans and materials allow for teachers to easily reproduce the lessons in the classroom setting. Through the implementation of this project, students with moderate/severe disabilities will gain greater independence and knowledge in the community and vocational setting, ultimately allowing them to be more productive and successful citizens in their community.
References


doi: 10.1352/1934-9556-48.5.313


Appendix A: Worksheets/ Stories
Zlatnick  Zlatnick
Zlatnick  Zlatnick
Zlatnick  Zlatnick
Zlatnick  Zlatnick

www.eslwritingwizard.com
"Brian at Disneyland"

A social story about the importance of holding hands in public

One summer, during summer vacation, Brian and his family took a trip to Disneyland. Brian was so excited to go! He couldn't wait to ride his favorite ride, the spinning teacups! As soon as Brian and his family walked into the park, Brian asked to go straight to his favorite ride. Brian's dad said "no," that he must wait for his sister to use the restroom. Brian was very sad. He had already waited long enough! Brian remembered in his head the route to get to the spinning teacups. He knew he could get there quickly! In an instant, he ran off towards the ride. He got there in a flash and saw that there was no line! Yahoo! Brian would be on the ride before he knew it. As he ran to the front of the line, the man in charge asked Brian where his parents were. Brian looked around. In all his excitement, he realized he had not waited for his family. They were still at the restrooms! Brian got scared and sad. What if his family did not find him? What would he do? Brian started to cry, and the man in charge told Brian he could wait with him while they tried to find his family. The man in charge took out a walkie-talkie and spoke into it. Next thing Brian knew, his parents were standing there! He was so thankful to see them! His dad seemed scared and told Brian, "do not ever run off without me again! We were so worried we had lost you! From now on, you must hold my hand so you never get lost again!"
One summer, during summer vacation, Brian and his family took a trip to Disneyland. Brian was so excited to go! He couldn't wait to ride his favorite ride, the spinning teacups! As soon as Brian and his family walked into the park, Brian asked to go straight to his favorite ride. Brian's dad said "no," that he must wait for his sister to
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while they tried to find his family. The man took out a walkie-talkie and spoke into it. Next thing Brian knew, his parents were standing there! He was so thankful to see them! His dad seemed scared and told Brian, "do not ever run off without me again! We were so worried we had lost you! From now on, you must hold my hand so you never get lost again!"
“Brian at Disneyland”

Comprehension Questions

1. Where did Brian and his family go during summer vacation?
   a. the waterpark  
   b. swimming  
   c. Disneyland

2. What ride is Brian’s favorite?
   a. the spinning teacups  
   b. Indiana Jones  
   c. Dumbo

3. What did Brian do that made his cry?
   a. went to the restroom  
   b. ran off  
   c. ate lunch

4. After he was lost, who found him?
   a. his father  
   b. his teacher  
   c. his sister

5. What did Brian’s dad tell him he must do from now on?
   a. go on all the rides  
   b. hold his hand  
   c. walk in front
How to Ask for Help
A Social Story

Ashley was so excited to start her new job. She would be in charge of inputting numbers into the computer. She had practiced at school how to use the computer program and was very good at double-checking her work. She felt confident that she would be a great employee! On her first day of work, her boss took her to her desk, gave her a notebook with the numbers, and left her to her work. Ashley sat down, ready to work, when she saw her computer was not turned on. She had only practiced on computers that had already been turned on, so this was a new experience. Ashley looked around the computer. She pushed a few buttons on the screen, but nothing. She got so nervous her boss would be unhappy with her. She spent the rest of her day pushing a few more buttons and worrying about what to do. She would not be able to get her work done without the computer! Ashley left after her first day very sad.

On her second day of work, Ashley had a new plan, she would get there early and watch her neighbor turn on his computer! When she got to work, she sat down at her desk. She was happy that she had gotten
there before her partner! She waited and waited, but her partner never came in! Again, Ashley left work very sad.

On the third day of work, Ashley was very frustrated. She decided to push the buttons on the screen really hard to see if they would turn on the computer. Nothing helped! She ended up hitting the computer because she was so mad!

On the fourth day of work, Ashley was so sad. She knew she would be fired if she did not do her work. In order to do her work, she had to be able to turn on the computer! She was overwhelmed with sadness; all she could do all day was cry. She wanted to be able to turn on the computer so bad!

On the fifth day of work, Ashley got up the courage to walk over to her boss' desk. She asked her boss kindly, “Mr. Jones, can you show me how to turn on the computer?” He answered, “Sure, Ashley! You can ask me a question whenever you need help!” Ashley was so relieved! Mr. Jones showed Ashley how to turn on the computer. She was so excited to finally be able to do her work that she finished a lot of work in one day! Ashley learned a valuable lesson- when you have a question, never be afraid to ask!
Appendix B: Visual Cards
In the community, I want...

- food
- drink
- bathroom

At home, I want...

- food
- TV
- music
At school, I want...

- book
- bathroom
- color
Math

- listen to directions
- stay in seat
- use nice words
- complete work
say 'thank you'

happy

run away from

use money

steal

cry

don't walk

walk

hold hands

bad

scream

eat
<table>
<thead>
<tr>
<th>$1</th>
<th>$5</th>
<th>$10</th>
<th>$20</th>
</tr>
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<td>$20</td>
</tr>
<tr>
<td>76</td>
<td>77</td>
<td>78</td>
<td>79</td>
</tr>
</tbody>
</table>
happy

sad

tired

frustrated

excited

mad

bored

angry

confused

sick

content

hurt
stay in seat
listen to teacher
follow directions
clean up
complete work
check schedule
scream
bad
hit others
fight
run away from
throw
walk on bus
find a seat
fasten seat belt
stay in seat
listen to directions
Staying in my Seat
A Social Story

When I am ready to work, it is important that I stay in my seat.

I must stay in my seat because:

I learn better,
I help others focus,
I follow directions,
and I make my teacher happy.

From now on, I will always stay in my seat during work time!
stay in seat

complete work

nice words

free time

Quiet Hands

Quiet Hands

Quiet Hands
chair
V40

sit down
V41

cup
V42

drink
V43

paper
V44

writing
V45

crayons
V46

food / drink
V48

eating
V49

coloring
V47
dirty dishes in sink
warm water
dish soap
soap on sponge
wash dishes
rinse dishes
put on dish rack
dry with towel
dirty clothes in hamper
laundry detergent
clothes washer
listen
clothes dryer
dryer sheet
listen
fold clothes
clean lint screen
positive

negative
smile

nice words

shake hands

cry

wear uniform

be mean

hit others

listen to directions

bored

sleep
sit

looked at partner

hit

cry

asked for help
day

night
when to speak
- raise hand
- wait to be called on
- ask your question

when to answer
- raise hand
- wait to be called on
- answer the question
Appropriate

Inappropriate