

Cueing Hierarchy – Working toward Independence

Since the goal with all students is for them to become as independent as possible, think about the following sequence of providing cues to a student.

1. Can the child follow the general cue given by the teacher or by watching the other children?

If not then...

2. Can the child follow the direction if the classroom teacher gives the general cue again to the child?

If not then...

3. Can the child follow the direction if a staff person by the child makes sure the child is paying attention and gives the general cue again?

If not then...

4. Can the child follow the direction if a staff person pairs a gesture such as pointing with the verbal cue?

If not then...

5. Can the child follow the direction with partial manual guidance such as a slight pressure on the shoulder paired with the verbal cue to stand up?

If not then...

6. Does the child need full manual guidance paired with the verbal cue such as hand over hand for using a spoon?

Stages of Learning/Skill Acquisition

The following terminology may be useful when developing Individualized Education Plans (IEPs):

Acquisition Stage:

New skills performed with accuracy from 0% to about 60 – 70%

Maintenance Stage:

Uses skill routinely. Skills at this stage are still imperfect, but are good enough to use with some level of independence.

Fluency or Proficiency Stage:

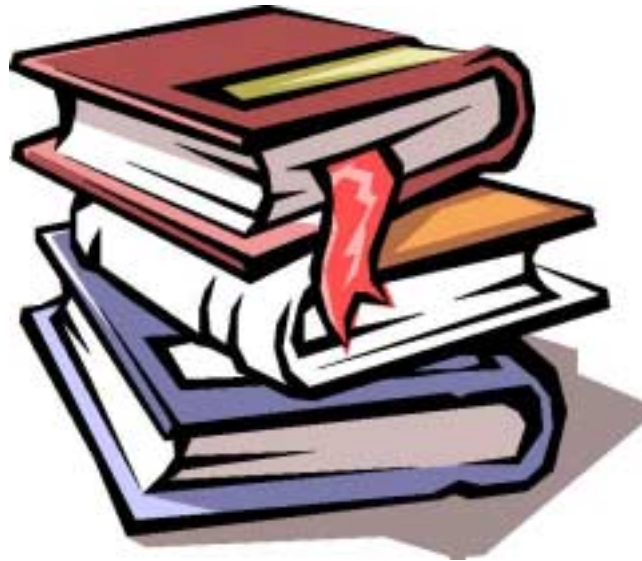
Makes skills faster and better. Skills at this stage of learning are usually above 60%, but the quality of performance needs to be improved.

Generalization Stage:

Uses skills anywhere and whenever needed. Students are exposed to more variations of task materials, people, and environments.

Literacy Benchmarks

Saint Paul Public Schools
Office of Special Education



Saint Paul Public Schools, Office of Special Education, developed a framework of literacy benchmarks for staff to use in the instructional process for students with disabilities. This framework was designed as a tool for teachers to track student progress in literacy skills from year to year. This document can be used to:

- 1. Identify components of effective literacy instruction.**
- 2. Provide a reference for effective teaching.**
- 3. Provide continuous progress-monitoring toward literacy skills.**
- 4. Provide effective communication with parents and other professionals regarding student progress toward literacy.**
- 5. Develop meaningful literacy IEP goals and objectives.**

Student Name CIF# _____

Literacy Benchmarks

| | A. | B. | C. | D. | E. |
|---|--|---|--|---|--|
| | EMERGENT | | | EARLY | BEGINNING |
| 1. ATTITUDES ABOUT LITERACY | <ul style="list-style-type: none"> • Listens to a short story | <ul style="list-style-type: none"> • Sits in small group & listens to a story • Engages in reading & writing attempts (pretending) | <ul style="list-style-type: none"> • Listens to books with several sentences on a page | <ul style="list-style-type: none"> • Reads books for pleasure & to obtain information • Listens to books with a paragraph per page | <ul style="list-style-type: none"> • Sees self as reader • Relies on print & illustrations |
| 2. CONCEPTS ABOUT PRINT | <ul style="list-style-type: none"> • Turns pages of a book | <ul style="list-style-type: none"> • Aware of print as well as pictures • Orients books & turns pages correctly | <ul style="list-style-type: none"> • Looks at each page in a book • Moves finger under line of print when being read familiar books | <ul style="list-style-type: none"> • Understands left to right, top to bottom, orientation print concepts | <ul style="list-style-type: none"> • Can alphabetize by first letter |
| 3. WORD/SOUND RECOGNITION (PHONEMIC AWARENESS) | | <ul style="list-style-type: none"> • Recognizes that two words rhyme • Can produce rhyme sounds (cat, bat, mat) • Segments words in sentences • Recognizes words that begin with the same sound | <ul style="list-style-type: none"> • Recites known rhymes • Completes or predicts rhymes • Segments syllables in words orally and begins to count them | <ul style="list-style-type: none"> • Sorts & names pictures by beginning & ending sounds • Can identify a sound that starts a single syllable word • Begins to fully segment sounds in single syllable words (b-a-t) | <ul style="list-style-type: none"> • Blends 2-3 spoken sounds to make a word |
| 4. WORD/SOUND RECOGNITION (PHONETIC AWARENESS) | | | | <ul style="list-style-type: none"> • Connects sounds to letters | <ul style="list-style-type: none"> • Identifies letters by sounds • Identifies vowels • Sound out words |
| 5. WORD/SOUND RECOGNITION (PICTURE/WORD/ LETTER RECOGNITION) | <ul style="list-style-type: none"> • Points to pictures/ photos in a book | <ul style="list-style-type: none"> • Recognizes environmental logos, familiar symbols & signs • Connects pictures and/or words to ideas & concepts | | <ul style="list-style-type: none"> • Recognizes & identifies letters of the alphabet | <ul style="list-style-type: none"> • Reads word families • Recognizes basic sight words |
| 6. WORD/SOUND RECOGNITION (WORD MEANING) | <ul style="list-style-type: none"> • Points to 12 familiar objects when named • Expresses 10-15 words | <ul style="list-style-type: none"> • Understands 900-1200 words Uses 800-1500 words | <ul style="list-style-type: none"> • Understands 2800+ words Uses 900-2000 words | | |
| 7. COMPREHENSION RETELLING COMPETENCE | | <ul style="list-style-type: none"> • Recites phrases from favorite story if adult pauses • Follows 2-part directions • Connects written words and/or pictures to ideas or concepts | <ul style="list-style-type: none"> • Pays attention to a simple story and answers simple questions | <ul style="list-style-type: none"> • Tells stories or ideas to an adult | <ul style="list-style-type: none"> • Retells main idea of text |
| 8. READING FLUENCY | | | | <ul style="list-style-type: none"> • Reads a pattern repeating line book | <ul style="list-style-type: none"> • Recognizes reading mistakes and attempts to correct them |
| 9. WRITING COMPETENCE | | <ul style="list-style-type: none"> • Scribbles using a wavy line • Shows correct orientation to page for writing, moves from L to R, up & down • Correctly holds pen, pencil or writing tool • Can maneuver writing tool (eye-hand coordination/motor skills) • Can visually discriminate between 2 dimensional line drawings (same/different) | <ul style="list-style-type: none"> • Draws using curved & pointed lines • Draws to represent objects, actions, places • Can describe objects orally • Can verbally dictate ideas • Uses a model to form letters | <ul style="list-style-type: none"> • Write sounds s/he hears • Writes first and last name starting with a capital letter | <ul style="list-style-type: none"> • Forms many letters legibly • Uses phonetic spelling to write independently |
| CORRESPONDING ASSESSMENTS | Rhyming (3B, 3C) - Phoneme Segmentation Fluency (3D) - Alliteration (3B) - Letter Naming Fluency (5D) Picture Naming (5A, 6A) - Recognition Fluency (3D) - Nonsense Word Fluency (3E) | | | | |

Literacy Benchmarks

| F. | G. | H. | I. | J. | |
|---|---|--|--|---|---|
| DEVELOPING | EXPANDING | BRIDGING | FLUENT | PROFICIENT | |
| Reads early reader books Relies on print more than illustrations | Reads beginning chapter books Reads & finishes | Reads medium level chapter books. Reads & finishes a variety of materials with guidance | Reads most young adult literature Selects, reads & finishes a wide variety of materials | Reads complex young adult literature Moves between many genres with ease | 1. ATTITUDES ABOUT LITERACY |
| Begins to use basic reference materials (e.g., dictionary, encyclopedia) with assistance | Uses basic reference materials independently Recognizes different types of books | Uses a variety of reference materials to locate information with guidance Increase knowledge of literary elements/genres | Uses a variety of reference materials independently Understands literary Elements/genres | Integrates nonfiction information to develop a deeper understanding | 2. CONCEPTS ABOUT PRINT |
| Orally adds, deletes, or changes target sounds in order to change a word | | | | | 3. WORD/SOUND RECOGNITION (PHONEMIC AWARENESS) |
| Uses phonetic cues | | | | | 4. WORD/SOUND RECOGNITION PHONETIC AWARENESS |
| Recognizes names/words by sight | | | | | 5. WORD/SOUND RECOGNITION ICTURE/WORD/ LETTER RECOGNITION) |
| Uses meaning cues Uses sentence structure cues | | Uses reading strategies appropriately | Reads & understands most new words | | 6. WORD/SOUND RECOGNITION (WORD MEANING) |
| Retells beginning, middle and end | Retells plot, characters & events Makes connections between reading, writing & experiences | Begins to make inferences & predict outcomes Reads and writes for variety of purposes (e.g., pleasure, information gathering) | Begins to interpret deeper meaning in young adult literature with frequent guidance Participates in guided literacy discussions | Interprets sophisticated meaning in young adult literature with guidance Participates in complex literary discussions | 7. COMPREHENSION RETELLING COMPETENCE |
| Understands basic punctuation Begins to read silently | Reads with attention to punctuation Silent reads for short periods | Silent reads for extended periods | | | 8. READING FLUENCY |
| Writes pieces that self & others can read Begins to write recognizable short sentences Writes about observations & experiences with some descriptive words Experiments with capitals & punctuation Spells some words correctly Begins to revise by adding on | Begins to consider audiences Writes pieces with beginning, middle & end Revises by adding description & detail Listens to peers writing & offers feedback Edits for punctuation & spelling Uses capital letters & periods Forms letters with ease Spells many common words correctly | Begins to write for various purposes Begins to organize ideas in a logical sequence Begins to develop paragraphs Begins to revise by adding literacy devices Develops editing & proofreading skills Employs strategies to spell difficult words correctly | Uses appropriate tone & mood for variety of purposes Experiments with complex sentence structure Connects paragraphs in logical sequence Uses an increased repertoire of literacy devices Revises for clarity by adding reasons & examples Includes deleting in revision strategies Edits with greater precision | Adapts style for a wide range of purposes Varies sentence complexity naturally Uses literary devices effectively Integrates information from a variety of sources to increase power of writing Uses sophisticated descriptive language Uses many revision strategies effectively | 9. WRITING COMPETENCE |
| CBM Oral Reading Progress Monitoring Passages (A6+ - D6+) | | | | | CORRESPONDING ASSESSMENTS |

Date: _____ Comments/Notations: _____

Transition Tips

During years 13-14:

- Identify personal learning styles and the necessary accommodations to be a successful learner and worker.
- Identify career interest and skills, complete interest and career inventories, and identify additional education or training requirements.
- Explore options for post-secondary education and admission criteria.
- Identify interests and options for future living arrangements, including supports.
- Learn to communicate interest, needs and preferences.
- Become able to explain the disability and the accommodations needed.
- Learn and practice informed decision-making skills.
- Investigate assistive technology tools that can increase community involvement and employment opportunities.
- Broaden your experiences with community activities and expand your friendships.
- Pursue and use local transportation options outside of the family.
- Investigate money management and identify necessary skills.
- Acquire an identification card and the ability to communicate personal information.
- Identify and begin learning skills necessary for independent living.
- Learn and practice personal health care.

During years 15-16

- Identify community support services (Vocational Rehabilitation, County Services, Centers for Independent Living, etc.).
- Invite adult service providers, peers and others to the IEP meeting.
- Match career interests and skills with career and technical course work and community work experience.
- Determine the need for financial support (Supplemental Security Income, Medicare, etc.).
- Learn and practice appropriate interpersonal, communication, and social skills for different settings (employment, school, recreation, with peer, etc.).
- Explore legal status with regards to decision-making prior to age of majority.
- Begin a resume and update it as needed.
- Practice independent Living skills, e.g., budgeting, cooking, shopping, housecleaning.
- Identify needed personal assistant services.

During years 17-18

- Apply for financial support programs (SSI/SSDI, Independent Living Services, Vocational Rehabilitation and County Service).
- Identify post-secondary school that you plan to attend and arrange for accommodations.
- Practice effective communication by developing interviewing skills, asking for help, and identifying necessary accommodations at post-secondary and work environments.
- Take responsibility to arrive on time to work, appointments, and social activities.
- Assume responsibilities for health care needs (making appointments, filling and taking prescriptions, etc.).
- Register to vote.
- Register for selective service (if male).

Functional Curriculum Checklist

Student: _____ **Student ID number** _____
School: _____ **Date:** _____ **Grade:** _____

Directions: Rate skills student has demonstrated, during observation, according to the following level of independence or frequency of response. Circle items that are objectives on student IEP and rate those items at each periodic review date and for fall, winter, spring reporting.

- 4. Independently performs skill or performs skill most of time (80-100%)
- 3. Performs skill with verbal cue or performs skill some of time (50-80%)
- 2. Performs skill with demonstration and verbal cue or performs skill occasionally (25-50%)
- 1. Performs skill with physical guidance or performs skill rarely (0-25%)
- 0. Unable to perform skill or never performs skill
- A. Needs adaptation to perform skill (describe)

| Read, View and Listen | | | | |
|-------------------------------------|------|------|------|------|
| Skill | Date | Date | Date | Date |
| <i>Reading Readiness:</i> | | | | |
| 1. Scans/tracks pictures in book | | | | |
| 2. Turns book right side up | | | | |
| 3. Turns several pages at once | | | | |
| 4. Looks selectively at pictures | | | | |
| 5. Turns pages individually | | | | |
| 6. Scans left-to-right | | | | |
| 7. Scans top to bottom | | | | |
| 8. Identifies pictures | | | | |
| 9. Listens to 'read to me' books | | | | |
| 10. Looks at books during free time | | | | |
| 11. Listens to a story on tape | | | | |
| 12. Listens to story in group | | | | |
| 13. Matches pictures | | | | |
| 14. Matches letters | | | | |
| 15. Discriminates pictures | | | | |
| 16. Discriminates letters | | | | |
| 17. Discriminates words | | | | |

| Read, View and Listen | | | | |
|--|-------------|-------------|-------------|-------------|
| Skill | Date | Date | Date | Date |
| <i>eginning Reading:</i> | | | | |
| 1. Identifies letters: | | | | |
| 2. Upper case | | | | |
| 3. Lower case | | | | |
| 4. Identifies letter sounds | | | | |
| 5. Blends sounds to read words | | | | |
| 6. Strings words together to read phrases | | | | |
| <i>unctional Reading:</i> | | | | |
| 1. Reads for functional purposes; | | | | |
| 2. Own name | | | | |
| 3. Personal information (address, phone #) | | | | |
| 4. Color words | | | | |
| 5. Number words | | | | |
| 6. Sight words | | | | |
| 7. Common signs with symbol | | | | |
| 8. Common sign words without symbol | | | | |
| 9. Direction words | | | | |
| 10. Community words (grocery, restaurant) | | | | |
| 11. Daily pictographic schedule | | | | |
| 12. Daily word schedule | | | | |
| 13. Recipe words | | | | |
| 14. Directions from package | | | | |
| 15. Game rules | | | | |
| 16. Calendar words | | | | |
| 17. Abbreviations | | | | |
| 18. Newspaper | | | | |
| 19. Magazines | | | | |
| 20. Computer related word | | | | |
| 21. Greeting cards | | | | |
| 22. Letters | | | | |
| 23. Messages | | | | |
| 24. Address book | | | | |
| 25. Telephone book | | | | |

| Read, View and Listen | | | | |
|---|-------------|-------------|-------------|-------------|
| Skill | Date | Date | Date | Date |
| 26. Dictionary / Encyclopedia | | | | |
| 27. Paycheck | | | | |
| 28. Bank statement | | | | |
| 29. Bus schedules | | | | |
| 30. Maps | | | | |
| 31. Instructional manuals (operate a device) | | | | |
| 32. Job related words | | | | |
| 33. Generalizes reading skills throughout environments | | | | |
| <i>s a Reader:</i> | | | | |
| 1. Reads cursive and manuscript | | | | |
| 2. Reads aloud fluently with appropriate expression | | | | |
| 3. Demonstrates techniques for learning new vocab. | | | | |
| 4. Reads a variety of printed material; | | | | |
| 5. Picture books | | | | |
| 6. Chapter books | | | | |
| 7. Poetry | | | | |
| 8. Fiction | | | | |
| 9. Nonfiction | | | | |
| 10. Text books | | | | |
| 11. Interprets presentations of data | | | | |
| <i>Reading Comprehension:</i> | | | | |
| 1. Answers yes/no question-pertaining to a reading | | | | |
| 2. Answers 'wh' questions pertaining to a reading | | | | |
| 3. Follows directions read | | | | |
| 4. Alphabetizes a group of words | | | | |
| 5. Retells a story including; | | | | |
| 6. Parts of story (character, setting) | | | | |
| 7. Sequence of events | | | | |
| 8. Identifies main idea and some supporting | | | | |
| 9. Conflict | | | | |
| 10. Demonstrates understanding of ideas not explicitly stated | | | | |

| Read, View and Listen | | | | |
|--|-------------|-------------|-------------|-------------|
| Skill | Date | Date | Date | Date |
| 11. Makes predictions based on information in the selection | | | | |
| 12. Draws conclusions based on information in the selection | | | | |
| 13. Compares and contrasts elements of the story | | | | |
| 14. Distinguishes facts from opinions | | | | |
| 15. Categorizes events, behavior or characters | | | | |
| 16. Predicts logical cause and effect sequence | | | | |
| 17. Summarizes ideas and identifies tones in selections | | | | |
| 18. Identifies differences in the points of view of authors when given multiple selections | | | | |
| 19. Uses structural organizers within a selection to aid comprehension | | | | |

Functional Curriculum Checklist

Student: _____ **Student ID number** _____
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- 0. Unable to perform skill or never performs skill
- A. Needs adaptation to perform skill (describe)

| Mathematical Applications | | | | |
|---|-------------|-------------|-------------|-------------|
| Skill | Date | Date | Date | Date |
| <i>Number Sense:</i> | | | | |
| 1. Match basic colors, shapes, sizes and pictures | | | | |
| 2. Group objects on basis of single characteristic by labeling, matching or sorting | | | | |
| 3. Identify and begin to name basic shapes, colors, sizes | | | | |
| 4. Match numbers | | | | |
| 5. Demonstrate understanding of concepts of more and less | | | | |
| 6. Rate counts (1-10, 10-20, 20 and so on) | | | | |
| 7. Counts with one to one correspondence | | | | |
| 8. Counts objects (to 5, 10, 20, 100) | | | | |
| 9. Reads numbers (1-digit, 2-digit, 3-digit, etc.) | | | | |
| 10. Writes numbers upon dictation (to 5, 10, 20, 100) | | | | |
| 11. Sequence counts (by 2's, 5's, 10's.) | | | | |
| 12. Counts backwards from 20 | | | | |
| 13. Identifies place values (1,10,100,1000) | | | | |
| 14. Demonstrates an understanding of greater than and less than | | | | |
| | | | | |

| Mathematical Applications | | | | |
|---|-------------|-------------|-------------|-------------|
| Skill | Date | Date | Date | Date |
| Computation: | | | | |
| Adds numbers | | | | |
| 1. Single digit | | | | |
| 2. Double digit without regrouping | | | | |
| 3. Double digit with regrouping | | | | |
| 4. Triple digit without regrouping | | | | |
| 5. Triple digit with regrouping | | | | |
| 6. Locates pages in book from page numbers | | | | |
| 7. Uses touch points and touch math processes for computation | | | | |
| Subtracts numbers | | | | |
| 8. Single digit | | | | |
| 9. Double digit without regrouping | | | | |
| 10. Double digit with regrouping | | | | |
| 11. Triple digit without regrouping | | | | |
| 12. Triple digit with regrouping | | | | |
| 13. Uses Estimation to determine reasonableness of answer | | | | |
| 14. Rounds numbers to nearest 10, 100 etc. | | | | |
| 15. Reads and follow signs (+, -, x) | | | | |
| Multiplies numbers | | | | |
| 16. Single digit with chart | | | | |
| 17. Single digit without chart | | | | |
| 18. Single digit using sequence counting | | | | |
| 19. Double digit | | | | |
| 20. Triple digit | | | | |
| Divides numbers | | | | |
| 21. Single digit with chart | | | | |
| 22. Single digit without chart | | | | |
| 23. Single digit using sequence counting | | | | |
| 24. Double digit by single digit | | | | |
| 25. Double digit or greater by double digit | | | | |
| 26. Uses Touch Math method to divide | | | | |
| 27. Uses long division to divide | | | | |

| Mathematical Applications | | | | |
|--|-------------|-------------|-------------|-------------|
| Skill | Date | Date | Date | Date |
| 28. Computes mixed applications lining up decimals | | | | |
| <i>Space, Shape, Measurement:</i> | | | | |
| Identify coins and bills | | | | |
| 1. Identify values of coins and bills | | | | |
| 2. Identify touch points on coins | | | | |
| 3. Count groups of like coins | | | | |
| 4. Count groups of mixed coins | | | | |
| 5. Count groups of mixed coins and bills | | | | |
| 6. Make change from \$1.00 | | | | |
| 7. Make change from \$5.00 | | | | |
| 8. Read dollar amounts (\$1.00 to \$1000.00, etc.) | | | | |
| 9. Read mixed dollar and coin amounts | | | | |
| 10. Uses: "Give me a dollar" program | | | | |
| 11. Use tools to measure (inch, centimeter, foot, yard, meter) | | | | |
| 12. Demonstrate understanding of quantitative vocabulary (more/less, long/short, etc.) | | | | |
| Read digital clock | | | | |
| 13. Read analogue clock (to hour, half-hour, quarter hour, five minute, one minute) | | | | |
| 14. Measure quantities (ounce, pint, cup, quart, gallon) | | | | |
| 15. Read weights (lbs, ounces, etc.) | | | | |
| 16. Measure perimeter and area of shapes | | | | |
| 17. Demonstrate understanding of time concepts and vocabulary (today, yesterday, tomorrow, next week, a.m., p.m., etc) | | | | |
| 18. Use time to plan ahead | | | | |
| 19. Read thermometer/thermostat | | | | |
| Uses calendar | | | | |
| 20. Tell day, month, and date for a given event | | | | |
| 21. Find special holidays/events | | | | |
| 22. Tell number of days in a week, months in year | | | | |
| 23. Name days of week months and seasons of year | | | | |
| | | | | |

| Mathematical Applications | | | | |
|--|-------------|-------------|-------------|-------------|
| Skill | Date | Date | Date | Date |
| <i>Functional Math:</i> | | | | |
| 1. Set timer | | | | |
| 2. Punch lunch number into machine | | | | |
| 3. Dial phone number | | | | |
| 4. Read room numbers | | | | |
| 5. Write a check | | | | |
| 6. Balance checking account | | | | |
| 7. Fill out deposit/withdrawal slips | | | | |
| 8. Plan a budget | | | | |
| 9. Use a credit card | | | | |
| 10. Demonstrate understanding of income vs. expenditures | | | | |
| 11. Use planner to record dates | | | | |
| 12. Set oven temperature | | | | |
| 13. Use cooking utensils to measure ingredients | | | | |
| 14. Use money to purchase items | | | | |
| Calculator skills: | | | | |
| 1. Turn on and off | | | | |
| 2. Clear | | | | |
| 3. Input numbers | | | | |
| 4. Sequence a problem | | | | |
| 5. Add numbers | | | | |
| 6. Subtract numbers | | | | |
| 7. Multiply numbers | | | | |
| 8. Divide numbers | | | | |
| 9. Use memory function | | | | |
| 10. Perform basic multi-step operation | | | | |
| 11. Use all operations | | | | |
| 12. Use decimals | | | | |
| 13. Use to check/correct work | | | | |

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- A. Needs adaptation to perform skill (describe)

| Write and Speak | | | | |
|--|------|------|------|------|
| Skill | Date | Date | Date | Date |
| <i>asic Communications:</i> | | | | |
| 1. Reach for person or object | | | | |
| 2. Respond to his / her name | | | | |
| 3. Gain attention | | | | |
| 4. Imitate sounds / words | | | | |
| 5. Imitate familiar motor movements | | | | |
| 6. Express wants, needs and feelings through | | | | |
| 7. Verbalizations | | | | |
| 8. Gestures | | | | |
| 9. Signs | | | | |
| 10. Communication device | | | | |
| 11. Identify 10 common objects | | | | |
| 12. Identity 10 common pictures | | | | |
| 13. Identity actions in pictures | | | | |
| 14. Follow 1-2 step directions | | | | |
| 15. Make choices and communicate them | | | | |
| 16. Respond to simple "wh" questions | | | | |
| 17. Identity 25 common nouns | | | | |
| 18. More than 50% of language is on topic | | | | |
| 19. Asks for help | | | | |

| Write and Speak | | | | |
|--|-------------|-------------|-------------|-------------|
| Skill | Date | Date | Date | Date |
| 20. Uses a variety of communication functions; | | | | |
| 21. Requests | | | | |
| 22. Rejects | | | | |
| 23. Comments | | | | |
| 24. Asks for information | | | | |
| 25. Gives personal information | | | | |
| 26. Uses communication boards; | | | | |
| 27. Picture boards | | | | |
| 28. Electronic device | | | | |
| 29. Answers "yes/no" questions | | | | |
| 30. Uses social speech (please, thank you, etc.) | | | | |
| 31. Uses greetings | | | | |
| 32. Uses sentences to communicate | | | | |
| 33. Responds to "why" questions, in an appropriate manner | | | | |
| 34. Follows 3-4 step directions | | | | |
| Speaks: | | | | |
| 1. Uses appropriate; | | | | |
| 2. Tone | | | | |
| 3. Volume | | | | |
| 4. Affect | | | | |
| 5. Engages in 2-way conversation | | | | |
| 6. Describes an experience that recently happened | | | | |
| 7. Answers the telephone | | | | |
| 8. Initiates conversation appropriately | | | | |
| 9. Initiates asking questions | | | | |
| 10. Uses language to problem solve, plan and organize | | | | |
| 11. Uses language to interact socially (entertain, humor, tease, pretend, apologize, etc.) | | | | |
| 12. Communicates needs in an appropriate manner | | | | |
| 13. Asks directions in public | | | | |
| 14. Gives directions in public | | | | |
| 15. Uses language to problem solve in work sites | | | | |
| 16. Remains in conversation for 3-4 exchanges | | | | |

| Write and Speak | | | | |
|--|-------------|-------------|-------------|-------------|
| Skill | Date | Date | Date | Date |
| 17. Uses language for conflict resolution | | | | |
| 18. Repeat and give directions | | | | |
| 19. Use language to perform in community (restaurants, stores, etc.) | | | | |
| Pre- Writing: | | | | |
| 1. Hold writing utensil | | | | |
| 2. Scribble | | | | |
| 3. Color within a space | | | | |
| 4. Trace various shapes and lines | | | | |
| 5. Draw pictures | | | | |
| 6. Prints letters | | | | |
| 7. Upper case | | | | |
| 8. Lower case | | | | |
| 9. Sequentially | | | | |
| 10. Dictated | | | | |
| 11. Print numbers | | | | |
| 12. Writes words | | | | |
| 13. Copies from another paper | | | | |
| 14. Copies from the chalkboard | | | | |
| 15. Writes left to right, and top to bottom | | | | |
| 16. Leaves spaces between words and lines | | | | |
| Writing: | | | | |
| 1. Writes complete sentences | | | | |
| 2. Writes paragraphs | | | | |
| 3. Rereads what has been written | | | | |
| 4. Uses proper punctuation and capitalization | | | | |
| 5. Uses temporary spelling | | | | |
| 6. Journals | | | | |
| 7. Spells words in spelling lists | | | | |
| 8. Writes through dictation | | | | |
| 9. Makes and uses personal dictionary | | | | |
| 10. Actively participates in discussion, and writing | | | | |
| 11. Writes stories including original ideas | | | | |
| 12. Writes reports, using at least 2 sources | | | | |

| Write and Speak | | | | |
|--|-------------|-------------|-------------|-------------|
| Skill | Date | Date | Date | Date |
| 13. Includes beginning, middle and end in written work | | | | |
| 14. Includes details related to main idea | | | | |
| 15. Includes relevant vocabulary | | | | |
| 19. Stays on task throughout activity | | | | |
| 20. Interacts with others during activity | | | | |
| 21. Cares for the equipment or materials | | | | |
| 22. Invites others to join in activity | | | | |
| 23. Terminates activity appropriately | | | | |
| 24. Resolves conflicts during activity | | | | |
| 25. Participates in school programs | | | | |
| 26. Attends school events as a spectator | | | | |
| 27. Participates in clubs or school activities | | | | |
| 28. Plays with a pet | | | | |
| 29. "Hangs out" with friends | | | | |
| 30. Calls friends at home | | | | |
| 31. Writes cards, letters, e-mails | | | | |
| 32. Chooses television programs | | | | |
| 33. Watches television or movies | | | | |
| 34. Goes to restaurants with friends | | | | |
| 35. Goes to shopping malls | | | | |
| 36. Plays sports regularly | | | | |
| 37. Participates in a hobby such as collecting objects, gardening etc. | | | | |
| 38. Uses camera to take good pictures | | | | |
| 39. Takes elective classes within interest area | | | | |
| 40. Cooks/bakes | | | | |
| Social Interaction: | | | | |
| 1. Responds to others in environment | | | | |
| 2. Attempts to make contact with others | | | | |
| 3. Interacts with others in 'give and take' fashion | | | | |
| 4. Indicates desire for continuation of activity | | | | |
| 5. Indicates desire for activity to end | | | | |
| 6. Expresses needs and wants | | | | |
| 7. Responds to teacher when name is called | | | | |

| Write and Speak | | | | |
|--|-------------|-------------|-------------|-------------|
| Skill | Date | Date | Date | Date |
| 8. Imitates actions of adults or peers | | | | |
| 9. Attempts to please familiar adults | | | | |
| 10. Offers help to others | | | | |
| 11. Refuses assistance, (politely) when help is not needed | | | | |

Functional Curriculum Checklist

Student: _____ **Student ID number** _____
School: _____ **Date:** _____ **Grade:** _____

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3. Performs skill with verbal cue or performs skill some of time (50-80%)
2. Performs skill with demonstration and verbal cue or performs skill occasionally (25-50%)
1. Performs skill with physical guidance or performs skill rarely (0-25%)
0. Unable to perform skill or never

| People and Cultures | | | | |
|---|------|------|------|------|
| Skill | Date | Date | Date | Date |
| <i>Community Safety</i> | | | | |
| 1. Crosses street safely | | | | |
| 2. Crosses parking lot, alley or driveway, safely | | | | |
| 3. Distinguishes between stranger and familiar person | | | | |
| 4. Shows caution in interacting with stranger | | | | |
| 5. Carries Identification when leaving home | | | | |
| <i>Community Mobility:</i> | | | | |
| 1. Walks/wheels self from one destination to another | | | | |
| 2. Travels alone or with same age peer to a 'Specified' area in same neighborhood | | | | |
| 3. Travels alone or with same age peer to a destination of ____ mile | | | | |
| 4. Travels alone or with same age peer to destination within 1 mile | | | | |
| 5. Uses elevator, escalator, stairs in public, settings | | | | |
| 6. Uses skyways or tunnels | | | | |
| 7. Fastens seat belt in car | | | | |
| 8. Rides safely on school bus | | | | |
| 9. Reads a 'bus schedule' | | | | |
| 10. Uses a city bus to get to destination independently | | | | |
| 11. Arranges for and uses Taxi, or Metro-Mobility | | | | |

| People and Cultures | | | | |
|---|-------------|-------------|-------------|-------------|
| Skill | Date | Date | Date | Date |
| 12. Reads a map to plan a route and get to destination | | | | |
| 13. Uses Map-Quest to get directions | | | | |
| 14. Reads street signs and addresses to find places | | | | |
| 15. Asks directions when lost | | | | |
| 16. Gives directions to others to reach destination | | | | |
| Community Facilities: | | | | |
| 1. Uses vending machines | | | | |
| 2. Uses pay phone | | | | |
| 3. Uses game arcades | | | | |
| 4. Makes reservations/appointments and keeps them | | | | |
| 5. Arrives on time for appointments | | | | |
| 6. Waits in line for turn in public facility | | | | |
| 7. Demonstrates comparatives: tipping skills | | | | |
| 8. Makes purchases in the community, by telephone or internet | | | | |
| 9. Uses restaurant | | | | |
| a. Serves self from salad bar | | | | |
| b. Chooses variety of healthy foods from cafeteria line | | | | |
| c. Uses telephone to order food for delivery or pick-up | | | | |
| 10. Uses Grocery store | | | | |
| a. Makes a list | | | | |
| b. Obtains and pushes cart | | | | |
| c. Finds items from list efficiently | | | | |
| d. Compares prices/looks for items, on coupons | | | | |
| e. Checks out | | | | |
| f. Gives coupons to check out person | | | | |
| g. Pays bill | | | | |
| h. Packs bags if needed | | | | |
| 11. Uses Post Office | | | | |
| a. Puts letter or card in envelope | | | | |
| b. Wraps item in box | | | | |
| c. Addresses envelope or package | | | | |
| d. Stands in line and waits for turn at post office | | | | |
| e. Orders stamps from clerk | | | | |

| People and Cultures | | | | |
|---|-------------|-------------|-------------|-------------|
| Skill | Date | Date | Date | Date |
| f. Obtains stamps from machine | | | | |
| g. Gives clerk package and mailing instructions | | | | |
| 12. Uses medical clinic, dentist or hospital | | | | |
| a. Fills out information form | | | | |
| b. Shows medical card to receptionist | | | | |
| c. Waits for name to be called | | | | |
| d. Follows directions during exam | | | | |
| e. Cooperates in medical procedures | | | | |
| 13. Obtains medication prescribed | | | | |
| 14. Follows directions on medication administration | | | | |
| 15. Takes medication consistently | | | | |
| 16. Calls 911 when needed | | | | |
| 17. Uses Hair Salon / Barber Shop | | | | |
| a. Checks in with receptionist | | | | |
| b. Cooperates/follows directions during hair wash/cut/style | | | | |
| c. Pays bill, including tip | | | | |
| 18. Gas Station | | | | |
| a. Chooses Correct type of gas | | | | |
| b. Opens gas cap and inserts hose | | | | |
| c. Pumps gas | | | | |
| d. Removes hose and replaces cap | | | | |
| e. Pays for gas | | | | |
| 19. Follows etiquette and functions in following settings; | | | | |
| a. Drug Store | | | | |
| b. Mall | | | | |
| c. Repair Shop | | | | |
| d. Government Center | | | | |
| e. Social service agencies | | | | |
| f. Library | | | | |
| g. Movie Theater | | | | |
| h. Laundromat | | | | |
| i. Public restrooms | | | | |

Functional Curriculum Checklist

Student: _____ **Student ID number** _____
School: _____ **Date:** _____ **Grade:** _____

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4. Independently performs skill or performs skill most of time (80-100%)
3. Performs skill with verbal cue or performs skill some of time (50-80%)
2. Performs skill with demonstration and verbal cue or performs skill occasionally (25-50%)
1. Performs skill with physical guidance or performs skill rarely (0-25%)
0. Unable to perform skill or never

| Grooming | | | | |
|--|------|------|------|------|
| Skill | Date | Date | Date | Date |
| <i>face cleaning:</i> | | | | |
| 1. Tolerates face washed | | | | |
| 2. Wipes mouth with napkin or washcloth | | | | |
| 3. Tolerates nose wiped | | | | |
| 4. Wipes nose when needed | | | | |
| 5. Blows nose | | | | |
| 6. Thoroughly washes face using soap | | | | |
| <i>hair care:</i> | | | | |
| 1. Tolerates hair being washed and brushed | | | | |
| 2. Combs / brushes hair | | | | |
| 3. Styles hair | | | | |
| 4. Washes hair | | | | |
| 5. Dries hair | | | | |
| <i>hand washing:</i> | | | | |
| 1. Tolerates hands in water | | | | |
| 2. Cooperates in hand washing | | | | |
| 3. Turns on water | | | | |
| 4. Adjusts water temperature | | | | |
| 5. Puts hands in water independently | | | | |
| 6. Puts soap on hands | | | | |

| Grooming | | | | |
|---|-------------|-------------|-------------|-------------|
| Skill | Date | Date | Date | Date |
| 7. Washes hands | | | | |
| 8. Rinses hands | | | | |
| 9. Turns water off | | | | |
| 10. Dries hands with towel | | | | |
| 11. Dries hands with blower | | | | |
| 12. Manipulates towel dispenser | | | | |
| <i>tooth brushing:</i> | | | | |
| 1. Tolerates teeth being brushed | | | | |
| 2. Gets out toothbrush and paste | | | | |
| 3. Wets brush | | | | |
| 4. Puts paste on brush | | | | |
| 5. Brushes all surfaces of teeth | | | | |
| 6. Rinses mouth | | | | |
| 7. Cleans brush | | | | |
| 8. Puts cap on paste tube | | | | |
| <i>showering / bathing:</i> | | | | |
| 1. Tolerates being bathed | | | | |
| 2. Turns on, and adjusts water, | | | | |
| 3. Adjusts plug in tub | | | | |
| 4. Closes door or curtain in shower | | | | |
| 5. Applies soap to wash cloth | | | | |
| 6. Washes all areas of body | | | | |
| 7. Rinses body | | | | |
| 8. Applies shampoo to hair | | | | |
| 9. Washes hair, lathering whole head | | | | |
| 10. Rinses hair | | | | |
| 11. Turns off water, pulls plug in tub | | | | |
| 12. Towel dries entire body, including hair | | | | |
| <i>shaving</i> | | | | |
| 1. Wets face | | | | |
| 2. Applies shaving cream | | | | |
| 3. Uses razor to shave all parts of face | | | | |
| 4. Rinses face | | | | |

| Grooming | | | | |
|--|-------------|-------------|-------------|-------------|
| Skill | Date | Date | Date | Date |
| 5. Uses electric shaver to shave all parts of face | | | | |
| <i>nail Care:</i> | | | | |
| 1. Scrubs nails, getting out dirt under nails | | | | |
| 2. Uses clipper to clip nails | | | | |
| 3. Uses file to file nails until no rough edges | | | | |
| 4. Applies nail polish | | | | |
| 5. Removes nail polish | | | | |
| <i>akeup & Scents:</i> | | | | |
| 1. Cleans face | | | | |
| 2. Applies lipstick or gloss to lip area only | | | | |
| 3. Applies small amount of eye shadow to eye lids | | | | |
| 4. Applies small amount of blush to cheeks | | | | |
| 5. Applies small amount of perfume, cologne etc. | | | | |
| 6. Applies/rub in lotion to various body parts | | | | |

| Dressing | | | | |
|--|-------------|-------------|-------------|-------------|
| Skill | Date | Date | Date | Date |
| <i>chooses clothing:</i> | | | | |
| 1. Chooses clothes appropriate for weather | | | | |
| 2. Chooses clothes appropriate for event | | | | |
| 3. Chooses clothes that match | | | | |
| 4. Chooses clothes that fit | | | | |
| 5. Chooses clothes that are clean, wrinkle free and in good repair | | | | |
| <i>removes self:</i> | | | | |
| 1. Removes shoes | | | | |
| 2. Removes socks | | | | |
| 3. Removes jacket | | | | |
| 4. Removes overhead shirt | | | | |
| 5. Removes unbuttoned shirt | | | | |
| 6. Removes unfastened or elastic waist pants | | | | |
| 7. Puts on shoes | | | | |
| 8. Puts on socks | | | | |
| 9. Puts on jacket | | | | |
| 10. Puts on unbuttoned shirt | | | | |
| 11. Puts an overhead shirt | | | | |
| 12. Puts on pants | | | | |
| <i>fasteners:</i> | | | | |
| 1. Opens Velcro closure | | | | |
| 2. Unzips zipper | | | | |
| 3. Unsnaps snap | | | | |
| 4. Unbuttons button | | | | |
| 5. Connects Velcro on shoes or clothes | | | | |
| 6. Zips zipper with end fastened | | | | |
| 7. Snaps | | | | |
| 8. Connects zipper end | | | | |
| 9. Buttons | | | | |
| 10. Ties shoe laces | | | | |

| Feeding | | | | |
|--|-------------|-------------|-------------|-------------|
| Skill | Date | Date | Date | Date |
| <i>articulates in feeding:</i> | | | | |
| 1. Demonstrates sucking reflex | | | | |
| 2. Demonstrates rooting reflex | | | | |
| 3. Demonstrates anticipation to feeding | | | | |
| 4. Accepts food on a utensil | | | | |
| 5. Processes semi-liquid food | | | | |
| 6. Closes lips around food item | | | | |
| 7. Swallows food | | | | |
| 8. Manipulates food into mouth | | | | |
| 9. Chews | | | | |
| 10. Swallows | | | | |
| 11. Processes solid food | | | | |
| 12. Chews adequately | | | | |
| 13. Swallows | | | | |
| 14. Allows utensil to be removed from mouth | | | | |
| <i>ats finger foods:</i> | | | | |
| 1. Feeds self | | | | |
| 2. Distinguishes between food and nonfood | | | | |
| 3. Distinguishes between finger food and non finger food | | | | |
| 4. Bites off portions of food | | | | |
| <i>rinks:</i> | | | | |
| 1. From cup held by adult | | | | |
| 2. Holds and uses cup | | | | |
| 3. Drinks from carton | | | | |
| 4. Sucks from straw | | | | |
| 5. Drinks from water fountain | | | | |
| 6. Pours from small container | | | | |
| <i>ses utensils</i> | | | | |
| 1. Holds utensil | | | | |
| 2. Brings fork with food to mouth | | | | |
| 3. Stabs food with fork | | | | |
| 4. Scoops with spoon | | | | |

| Feeding | | | | |
|--|-------------|-------------|-------------|-------------|
| Skill | Date | Date | Date | Date |
| 5. Brings spoon from bowl to mouth | | | | |
| 6. Scoops soft food | | | | |
| 7. Scoops liquid food | | | | |
| 8. Spreads with a knife | | | | |
| 9. Cuts with knife and fork | | | | |
| <i>ats meals at table:</i> | | | | |
| 1. Sits upright | | | | |
| 2. Handles own food and drink | | | | |
| 3. Eats in sanitary manner | | | | |
| 4. Uses napkin | | | | |
| 5. Selects utensils | | | | |
| 6. Regulates intake of food | | | | |
| 7. Swallows food before putting more in mouth | | | | |
| 8. Quits eating when full (normal sized portion) | | | | |
| <i>ats in a lunchroom:</i> | | | | |
| 1. Obtains tray | | | | |
| 2. Chooses food | | | | |
| 3. Waits in the pay line | | | | |
| 4. Presents lunch card for payment | | | | |
| 5. Proceeds to appropriate table | | | | |
| 6. Busses own dishes after eating | | | | |
| <i>ats in restaurant-sit down:</i> | | | | |
| 1. Waits to be seated | | | | |
| 2. Makes food choice | | | | |
| 3. Orders food | | | | |
| 4. Uses manners when eating | | | | |
| 5. Obtains check | | | | |
| 6. Pays for meal | | | | |
| 7. Leaves tip (15-29%) | | | | |
| <i>ats in restaurant-fast food</i> | | | | |
| 1. Waits in line to order | | | | |
| 2. Orders food | | | | |
| 3. Pays for food | | | | |

| Feeding | | | | |
|--|-------------|-------------|-------------|-------------|
| Skill | Date | Date | Date | Date |
| 4. Obtains food when ready | | | | |
| 5. Carries food to table | | | | |
| 6. Dispenses own drink if necessary | | | | |
| 7. Obtains condiments, tray and napkin | | | | |

| Toileting | | | | |
|--|-------------|-------------|-------------|-------------|
| Skill | Date | Date | Date | Date |
| <i>articipates in toilet training</i> | | | | |
| 1. Cooperates with changing | | | | |
| 2. Remains dry for two hours | | | | |
| 3. Indicates wet or soiled pants | | | | |
| 4. Cooperates with sitting on the toilet | | | | |
| 5. Eliminates on toilet | | | | |
| 6. Remains dry when on a schedule | | | | |
| 7. Indicates the need to use the restroom | | | | |
| 8. Distinguishes between bowel and bladder functions | | | | |
| 9. Indicates when finished on the toilet | | | | |
| 10. Pulls down pants for toileting | | | | |
| 11. Manages toilet paper | | | | |
| 12. Wipes until clean | | | | |
| 13. Pulls up pants when finished toileting | | | | |
| 14. Flushes toilet once when completed | | | | |
| 15. Washes hands | | | | |
| <i>ndependent toilets</i> | | | | |
| 1. Male stands | | | | |
| 2. Puts toilet seat up | | | | |
| 3. Uses urinal | | | | |
| 1. Female Knows when to change pad | | | | |
| 2. Removes old pad and, disposes of properly | | | | |
| 3. Opens and places clean pad in pants | | | | |
| 4. Cleans self adequately | | | | |
| <i>ses public restroom:</i> | | | | |
| 1. Closes and locks door | | | | |

| Toileting | | | | |
|---|-------------|-------------|-------------|-------------|
| Skill | Date | Date | Date | Date |
| 2. Unhooks and opens door when finished | | | | |
| 3. Asks for help in finding restroom | | | | |
| 4. Uses signs to find male or female restroom | | | | |

Functional Curriculum Checklist

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0. Unable to perform skill or never

| Decision Making – Career/Job | | | | |
|---|-------------|-------------|-------------|-------------|
| Skill | Date | Date | Date | Date |
| <i>career Investigation:</i> | | | | |
| 1. Completes interest inventory | | | | |
| 2. Identifies personal strengths/skills | | | | |
| 3. Identifies post secondary training opportunities | | | | |
| 4. Identifies training needed for certain jobs | | | | |
| 5. Sorts jobs into categories | | | | |
| 6. Identifies jobs that are good match for self | | | | |
| 7. Makes plan to obtain training on job | | | | |
| 8. Experiences various jobs through: | | | | |
| a. Volunteering | | | | |
| b. Interning | | | | |
| c. Job shadowing | | | | |
| d. Apprenticing | | | | |
| <i>inding a Job:</i> | | | | |
| 1. Identifies where to look for jobs: | | | | |
| a. Want ads | | | | |
| b. Phone book | | | | |
| c. Employment agency | | | | |
| d. Web sites | | | | |
| 2. Obtains application forms | | | | |
| 3. Gives personal information: | | | | |

| Decision Making – Career/Job | | | | |
|--|-------------|-------------|-------------|-------------|
| Skill | Date | Date | Date | Date |
| a. Produces a resume' | | | | |
| b. Demonstrates interview skills | | | | |
| c. Good hygiene/proper attire | | | | |
| d. Speaks or communicates clearly | | | | |
| <i>Occupational Experience:</i> | | | | |
| 1. Takes direction/follows instructions | | | | |
| 2. Accepts constructive criticism | | | | |
| 3. Displays frustration tolerance | | | | |
| 4. Follows work rules | | | | |
| 5. Completes tasks in a timely manner | | | | |
| 6. Gets materials to start and complete job | | | | |
| 7. Seeks needed assistance | | | | |
| 8. Demonstrates good attendance/punctuality | | | | |
| 9. Goes directly to work area upon arrival or return from breaks | | | | |
| 10. Asks before leaving the work area | | | | |
| 11. Helps others with work tasks when needed | | | | |
| 12. Complies with safety precautions | | | | |
| 13. Reports problems on the job | | | | |
| 14. Displays appropriate manners | | | | |
| 15. Displays appropriate habits | | | | |
| 16. Displays appropriate appearance | | | | |
| 17. Exhibits flexibility | | | | |
| 18. Cooperates and relates to others | | | | |
| 19. Continues working when there are distractions | | | | |
| 20. Cleans up work area when finished | | | | |
| 21. Punches or signs in and out | | | | |
| 22. Calls if out sick | | | | |
| 23. Displays initiative | | | | |
| 24. Makes judgments | | | | |
| 25. Makes decisions | | | | |
| 26. Solves problems effectively | | | | |
| 27. Works unsupervised | | | | |
| 28. Completes tasks accurately. | | | | |

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0. Unable to perform skill or never

| Decision Making – Recreation, Social | | | | |
|--|------|------|------|------|
| Skill | Date | Date | Date | Date |
| <i>Recreation and Leisure:</i> | | | | |
| 1. Plays alone | | | | |
| 2. Chooses an activity | | | | |
| 3. Play with a variety of toys/materials | | | | |
| 4. Uses materials for various functions during play | | | | |
| 5. Plays next to others | | | | |
| 6. Plays cooperatively with others | | | | |
| 7. Engages in imaginary play | | | | |
| 8. Participates in activity | | | | |
| 9. Listens to music | | | | |
| 10. Sets up an environment for activity | | | | |
| 11. Takes turns | | | | |
| 12. Follows rules | | | | |
| 13. Plays playground games such as kickball and basketball | | | | |
| 14. Plays card games | | | | |
| 15. Plays board games | | | | |
| 16. Plays computer games | | | | |
| 17. Shows tolerance when winning or losing | | | | |
| 18. Puts materials away | | | | |
| 19. Stays on task throughout activity | | | | |

| Decision Making – Recreation, Social | | | | |
|--|-------------|-------------|-------------|-------------|
| Skill• | Date | Date | Date | Date |
| 20. Interacts with others during activity | | | | |
| 21. Cares for the equipment or materials | | | | |
| 22. Invites others to join in activity | | | | |
| 23. Terminates activity appropriately | | | | |
| 24. Resolves conflicts during activity | | | | |
| 25. Participates in school programs | | | | |
| 26. Attends school events as a spectator | | | | |
| 27. Participates in clubs or school activities | | | | |
| 28. Plays with a pet | | | | |
| 29. "Hangs out" with friends | | | | |
| 30. Calls friends at home | | | | |
| 31. Writes cards, letters, e-mails | | | | |
| 32. Chooses television programs. | | | | |
| 33. Watches television or movies | | | | |
| 34. Goes to restaurants with friends | | | | |
| 35. Goes to shopping malls | | | | |
| 36. Plays sports regularly | | | | |
| 37. Participates in a hobby such as collecting objects, gardening etc. | | | | |
| 38. Uses camera to take good pictures | | | | |
| 39. Takes elective classes within interest area | | | | |
| 40. Cooks / bakes | | | | |
| ocial Interaction: | | | | |
| 1. Responds to others in environment | | | | |
| 2. Attempts to make contact with others | | | | |
| 3. Interacts with others in give and take fashion | | | | |
| 4. Indicates desire for continuation of activity | | | | |
| 5. Indicates desire for activity to end | | | | |
| 6. Expresses needs and wants | | | | |
| 7. Responds to teacher when name is called | | | | |
| 8. Imitates actions of adults or peers | | | | |
| 9. Attempts to please familiar adults | | | | |
| 10. Offers help to others | | | | |
| 11. Refuse assistance (politely) when help is not needed | | | | |

| Decision Making – Recreation, Social | | | | |
|--|-------------|-------------|-------------|-------------|
| Skill | Date | Date | Date | Date |
| 12. Follows directions from adult in authority | | | | |
| 13. Follows rules | | | | |
| 14. Participates cooperatively in small group activities | | | | |
| 15. Uses appropriate verbal behavior | | | | |
| 16. Uses appropriate physical behavior | | | | |
| 17. Exhibits remorse for poor behavior | | | | |
| 18. Expresses anger or disappointment appropriately | | | | |
| 19. Recovers from anger or disappointment in a reasonable amount of time | | | | |
| 20. Controls impulses and behavior | | | | |
| 21. Identifies own emotional states | | | | |
| 22. Identifies causes of own emotional state | | | | |
| 23. Identifies emotional states in others | | | | |
| 24. Asks others about causes for their emotional states. | | | | |
| 25. Checks own appearance (especially after eating) | | | | |
| 26. Negotiates assigned duties to avoid un-preferred tasks | | | | |
| 27. Maintains socially appropriate distance | | | | |
| 28. Ignores inappropriate behavior of peers | | | | |
| 29. Listens to peers and adults without interrupting | | | | |
| 30. Responds to supervisor correction | | | | |
| 31. Avoids exploitation by others (refuses to be manipulated) | | | | |

Functional Curriculum Checklist

Student: _____ **Student ID number** _____
School: _____ **Date:** _____ **Grade:** _____

Directions: Rate skills student has demonstrated, during observation, according to the following level of independence or frequency of response. Circle items that are objectives on student IEP and rate those items at each periodic review date and for fall, winter, spring reporting.

4. Independently performs skill or performs skill most of time (80-100%)
3. Performs skill with verbal cue or performs skill some of time (50-80%)
2. Performs skill with demonstration and verbal cue or performs skill occasionally (25-50%)
1. Performs skill with physical guidance or performs skill rarely (0-25%)
0. Unable to perform skill or never

| Resource Management | | | | |
|--|------|------|------|------|
| Skill | Date | Date | Date | Date |
| <i>Home Living - Safety</i> | | | | |
| 1. Safely uses electrical appliances/cords | | | | |
| 2. Responds to fire alarm by leaving the building | | | | |
| 3. Responds to warnings by moving to a safe place | | | | |
| 4. Handles sharp objects carefully | | | | |
| 5. Carries breakables carefully | | | | |
| 6. Uses hot pads when handling hot items | | | | |
| 7. Stays safe distance from fires | | | | |
| 8. Keep flammable objects away from fire/stove | | | | |
| 9. Holds handrail when going up or down stairs | | | | |
| 10. Locks doors and windows at night and when leaving house | | | | |
| 11. Leaves note or tells others when leaving home | | | | |
| 12. Demonstrates how to put out small fires | | | | |
| 13. Dials 911 and gives information to Operator | | | | |
| 14. Tells when to call 911 | | | | |
| 15. Identifies poisonous materials and how to use and store them | | | | |
| 16. Opens ladders completely before climbing | | | | |
| 17. Identifies gas smell and knows to leave house when present | | | | |
| 18. Turns off/on oven safely | | | | |
| 19. Notifies police when suspects danger/crime | | | | |

| Resource Management | | | | |
|--|-------------|-------------|-------------|-------------|
| Skill | Date | Date | Date | Date |
| <i>ome Repairs:</i> | | | | |
| 20. Paints house: | | | | |
| a. Interior | | | | |
| b. Exterior | | | | |
| 21. Uses hand tools (hammer, saw, screwdriver) | | | | |
| 22. Uses power tools | | | | |
| 23. Changes light bulb | | | | |
| 24. Resets circuit breaker/changes fuses | | | | |
| 25. Takes broken items to repair shop | | | | |
| 26. Washes car | | | | |
| 27. Clears clogged toilet or drain | | | | |
| 28. Changes storm windows/screens | | | | |
| 29. Fixes leaky faucet | | | | |
| 30. Replaces furnace filter | | | | |
| 31. Puts salt in water softener | | | | |
| <i>itchen skills:</i> | | | | |
| 1. Sets the table | | | | |
| 2. Cooks/prepares food | | | | |
| 3. Scoops food from jar | | | | |
| 4. Spreads soft foods on bread or cracker | | | | |
| 5. Makes simple snack | | | | |
| 6. Makes a sandwich | | | | |
| 7. Mixes ingredients with a spoon | | | | |
| 8. Mixes cola drinks from can or package | | | | |
| 9. Makes a hot drink | | | | |
| 10. Washes foods | | | | |
| 11. Toasts bread | | | | |
| 12. Uses microwave | | | | |
| 13. Cooks on stove top | | | | |
| 14. Bakes in oven | | | | |
| 15. Uses utensils: | | | | |
| a. Scrapes bowl | | | | |
| b. Whips food such as egg whites | | | | |

| Resource Management | | | | |
|--|-------------|-------------|-------------|-------------|
| Skill | Date | Date | Date | Date |
| c. Measures foods | | | | |
| d. Peels fruit and vegetables | | | | |
| e. Slices foods such as bread or cheese | | | | |
| f. Cuts meats, etc. | | | | |
| g. Chops vegetables etc. | | | | |
| h. Mashes soft foods such as potatoes | | | | |
| 16. Pours liquids and solids | | | | |
| 17. Uses electronic appliances: | | | | |
| a. Mixer | | | | |
| b. Blender | | | | |
| c. Griddle or frying pan | | | | |
| d. Food processor | | | | |
| 18. Opens containers with screw on lids | | | | |
| 19. Opens bottles with opener | | | | |
| 20. Opens and closes food boxes | | | | |
| 21. Opens can with opener | | | | |
| 22. Disposes of food containers | | | | |
| 23. Refrigerates or freezes foods | | | | |
| 24. Reads labels | | | | |
| 25. Reads and follows recipes | | | | |
| 26. Plans meal | | | | |
| 27. Makes a shopping list | | | | |
| 28. Obtains food necessary to prepare meals | | | | |
| 29. Cleans up | | | | |
| 30. Clears table | | | | |
| 31. Scrapes dishes | | | | |
| 32. Wipes tables and counters | | | | |
| 33. Turns on garbage disposal and runs water | | | | |
| 34. Covers left-overs and refrigerates | | | | |
| 35. Loads dishwasher, adds detergent, turns on | | | | |
| 36. Washes dishes by hand | | | | |
| 37. Wipes dishes | | | | |
| 38. Puts dishes away | | | | |

| Resource Management | | | | |
|---|-------------|-------------|-------------|-------------|
| Skill | Date | Date | Date | Date |
| <i>household chores:</i> | | | | |
| 1. Laundry: | | | | |
| a. Sorts | | | | |
| b. Washes delicate items by hand | | | | |
| c. Pre-spots laundry | | | | |
| d. Loads washing, machine; adds detergent, turns on | | | | |
| e. Loads dryer, turns on | | | | |
| f. Folds clothing/linens. | | | | |
| g. Irons wrinkled clothing | | | | |
| h. Puts clothing/linens away | | | | |
| i. Makes simple repairs to clothing | | | | |
| 2. Cares for lawn: | | | | |
| a. Rakes leaves | | | | |
| b. Mows lawn | | | | |
| c. Waters bushes, flowers and grass | | | | |
| d. Weeds garden | | | | |
| e. Trims hedges, edges of lawn | | | | |
| 3. Removes snow by hand | | | | |
| 4. Removes snow using blower | | | | |
| 5. Cleans house: | | | | |
| a. Vacuums carpets | | | | |
| b. Dusts furniture | | | | |
| c. Empties wastebaskets/ashtrays | | | | |
| d. Puts out garbage/recycling on proper day | | | | |
| e. Sweeps floors | | | | |
| f. Mops floors | | | | |
| g. Cleans toilets | | | | |
| h. Cleans counters/tabletops | | | | |
| i. Cleans sinks | | | | |
| j. Cleans tubs and showers | | | | |
| k. Washes windows and minors | | | | |
| l. Washes walls, doors, cabinets | | | | |
| m. Changes vacuum cleaner bag | | | | |

| Resource Management | | | | |
|---|-------------|-------------|-------------|-------------|
| Skill | Date | Date | Date | Date |
| n. Cleans oven | | | | |
| o. Cleans refrigerator | | | | |
| p. Cares for pets | | | | |
| q. Cares for plants | | | | |
| r. Makes bed | | | | |
| s. Changes bed linens | | | | |
| t. Picks up and puts away items | | | | |
| u. Sets a thermostat | | | | |
| v. Wipes feet or removes shoes | | | | |
| w. Replaces toilet paper, soap and paper towels in dispensers | | | | |
| <i>hopping:</i> | | | | |
| 1. Makes a list | | | | |
| 2. Comparative shopping-using newspaper, telephone, coupons, etc. | | | | |
| 3. Identifies type of store that carries item | | | | |
| 4. Travels to store | | | | |
| 5. Goes to right department or area of store to find item | | | | |
| 6. Finds item on list in store | | | | |
| 7. Tries on clothing item in fitting room | | | | |
| 8. Proceeds to check out counter | | | | |
| 9. Pays for item | | | | |
| 10. Waits for change | | | | |
| 11. Takes item in bag, from cashier | | | | |
| 12. Makes proper greetings/conversation with store personnel | | | | |
| <i>ersonal Finances:</i> | | | | |
| 1. Finds price on item or shelf | | | | |
| 2. Reads price on tag or shelf | | | | |
| 3. Reads price from chart or table (movie, bus fare etc.) | | | | |
| 4. Pays for item costing less than \$1.00 | | | | |
| 5. Pays for item costing more than \$1.00 | | | | |
| 6. Counts out exact amount for item costing less than \$1.00 | | | | |
| 7. Counts out exact amount for item costing more than \$1.00 | | | | |
| 8. Totals purchases in head or on paper | | | | |
| 9. Totals purchases using calculator | | | | |

| Resource Management | | | | |
|--|-------------|-------------|-------------|-------------|
| Skill | Date | Date | Date | Date |
| 10. Purchases do not exceed money available | | | | |
| 11. Calculates amount of change expected | | | | |
| 12. Computes amount of sales tax and adds to price of item | | | | |
| 13. Reads paycheck to determine if amount is correct | | | | |
| 14. Opens saving account | | | | |
| 15. Makes deposit and withdrawal from savings account | | | | |
| 16. Opens checking account | | | | |
| 17. Makes deposit into checking account | | | | |
| 18. Writes checks or uses check card | | | | |
| 19. Records deposits and withdrawals in ledger | | | | |
| 20. Balances a checkbook | | | | |
| 21. Uses ATM card and records amount in ledger | | | | |
| 22. Writes monthly budget | | | | |
| 23. Pays bills on time | | | | |
| 24. Save for large purchases | | | | |

Functional Curriculum Checklist

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School: _____ **Date:** _____ **Grade:** _____

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| Technical and Vocational | | | | |
|---|------|------|------|------|
| Skill | Date | Date | Date | Date |
| <i>Computer Literacy:</i> | | | | |
| 1. Attends to computer screen | | | | |
| 2. Uses mouse | | | | |
| 3. Inputs name | | | | |
| 4. Inputs password | | | | |
| 5. Presses letters on keyboard upon request | | | | |
| 6. Uses spacebar | | | | |
| 7. Uses caps shift key | | | | |
| 8. Opens program from hard drive | | | | |
| 9. Opens program from CD or disk | | | | |
| 10. Uses word process program | | | | |
| 11. Uses functions such as bold, font type, edit undo, etc. | | | | |
| 12. Cuts and pastes | | | | |
| 13. Uses print function | | | | |
| 14. Saves work | | | | |
| 15. Sets margins | | | | |
| 16. Transfers written work to computer | | | | |
| 17. Creates new documents | | | | |
| 18. Accesses internet | | | | |
| 19. Copies from internet | | | | |

| Technical and Vocational | | | | |
|----------------------------------|-------------|-------------|-------------|-------------|
| Skill | Date | Date | Date | Date |
| 20. Quits program | | | | |
| 21. Closes down computer | | | | |
| 22. Uses power point | | | | |
| 23. Uses assistive devices | | | | |
| a. Single switch | | | | |
| b. Touch window | | | | |
| c. Adaptive keyboard | | | | |
| d. Head mouse | | | | |
| e. Voice activated system | | | | |
| 24. Designs program for computer | | | | |

