

# **MASSAPEQUA PUBLIC SCHOOLS**

## **Special Education Guidelines and Needs Assessment for Individual Teaching Programs in Un-graded Classrooms**

**Summer 2011**

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## Table of Contents

<b>Rationale/Calendar/Technology</b>	<b>page 3</b>
<b>Parent Needs Assessment Questionnaire 2011</b>	<b>page 4</b>
<b>Feeding/Consistency</b>	<b>page 9</b>
<b>Feeding/Routines</b>	<b>page 10</b>
<b>Feeding/Etiquette</b>	<b>page 13</b>
<b>Hygiene/Toileting</b>	<b>page 15</b>
<b>Hygiene</b>	<b>page 18</b>
<b>Dressing</b>	<b>page 20</b>
<b>Functional Home Behavior</b>	<b>page 26</b>
<b>Functional Home Behavior/Safety</b>	<b>page 28</b>
<b>Community Social Behaviors</b>	<b>page 30</b>
<b>Community Routines</b>	<b>page 34</b>
<b>Social Interactions/Leisure Activities</b>	<b>page 37</b>

## **Rationale/Course Description**

The focus of this curriculum is to provide an individualized program, which addresses the abilities of each student within the classroom. The programs developed throughout the curriculum prepare students to engage in various functional community, home and school activities. Through task analysis, prompting techniques, repetition, reinforcement, natural environment and/or discrete trial teaching, students will increase their abilities to become active and independent participants in daily living and social activities.

### ***Technology***

*The activities and expectations for the students will vary based on age, need and ability. All essential knowledge, skills, and performance indicators must be assessed with the students' individual capabilities being taken into consideration. Due to the population of the students in the program a time frame for each topic is fluid and will be determined by the student and class needs.*

### ***Pace Calendar***

*In an effort to meet the needs of the learners, technology will be incorporated. The SMARTBoard will be used to create interactive lessons as well as visual models to support the curriculum. I-Pad technology will be utilized for students requiring an augmentative assistive device for communication purposes as well as skill acquisition.*

Dear Parents of \_\_\_\_\_  
 (student's name)

In order to integrate community and home based skills into the extended day program we need your input. Please fill out the form below and return to your child's classroom teacher.

Thank You,

\_\_\_\_\_  
 (teacher's name)

	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>	<b>NA</b>
<b>Feeding</b>				
Can eat all food consistencies				
Foods they cannot eat: Preferred foods:				
Can eat finger foods independently				
Can drink from a cup				
Can drink from a straw				
Can request feeding needs				
Can make own snack				
Can select own snack				
Can chew foods with mouth closed				
Can use utensils				
Can use a napkin				
Other:				
<b>Hygiene</b>				
Can toilet independently				
Can time toilet successfully				
Can request to use the bathroom independently				
Can wash hands Check all the apply _____ After toileting independently _____ When hands are dirty independently				
Can blow nose independently				
Can blow nose with assistance				
Can brush teeth				

Can brush hair				
Can use deodorant (if applicable)				
Other:				
<b>Dressing</b>				
Can dress independently				
Please check if they can: Button _____ Zipper _____ Tie shoes _____				
Can identify sequence for dressing				
Can select clothes				
Please check all that apply: Select correct clothes by season _____ Select correct clothes by color _____				
Can place dirty clothes into hamper				
Can sort laundry				
Can request clothing needs				
Other:				
<b>Functional Home Behavior</b>				
Can identify family members				
Can identify rooms within home				
Can turn lights on and off appropriately				
Can turn computer/TV on and off independently				
Can open and close doors independently				
Can complete simple chores I would like her/him to be able to _____				
<b>Home Safety</b>				
Knows not to touch stove				
Knows to remain within proximity of home				
Can ask for help when needed				
Can answer phone				
Can have appropriate phone conversation				

<b>Functional Community Behavior</b>				
Knows appropriate procedures when lost:				
Can state name				
Can state phone number				
Can state address				
Can identify the following community helpers:				
Policeman				
Doctor/Nurse				
Fireman				
Mailman				
Sanitation Worker/Garbage Man				
Librarian				
Waiter				
Crossing Guard				
Cashier				
Bus Driver				
Knows the role of the following community helpers:				
Policeman				
Doctor/Nurse				
Fireman				
Mailman				
Sanitation Worker/Garbage Man				
Librarian				
Waiter				
Crossing Guard				
Cashier				
Bus Driver				
<b>Community Etiquette</b>				
Uses appropriate tone of voice pending the situation:				
Park				
Library				
Movies				
Restaurant				
Supermarket				
Department Store				

Uses appropriate and safe etiquette at the:				
Park				
Library				
Movies				
Restaurant				
Supermarket				
Department Store				
Can navigate escalator independently				
Can navigate stairs independently				
Can buckle seatbelt				
Other:				
<b>Community Social Behaviors</b>				
Can identify stranger				
Can ask for help in public place				
Can tolerate crowds				
Can tolerate transitions				
Can appropriately greet people in the community				
Other:				
<b>Social Interactions</b>				
Makes eye contact Please check all that apply ___ for intent (for need/want) ___ in response to name ___ maintain during interaction				
Responds to name Please check all that apply ___ nonverbal with eye contact ___ with verbal response				
Greetings Please check all that apply ___ uses nonverbal (smile, wave) ___ uses verbal (hello, hi, what's up)				
<b>Conversational Skills</b>				
Can initiate conversation				

Can end a conversation				
Can respond to simple social questions during conversation				
Can engage in reciprocal conversation				
Can maintain a topic for 2-3 exchanges				
Can ask questions during a conversational exchange to obtain more information				
<b>Leisure Activities</b>				
Can initiate own play activities appropriately				
Can request a toy or desired item				
Can parallel play				
Can initiate play with peer/sibling				
Can play appropriately with toys Specify preferred toys: _____				
Can take turns				
Can share appropriately				
Other:				

## Individual Teaching Program in Un-graded Classroom

**Student**

**Month/Year**

**Program**

**Feeding/Consistency**

**Goal**

The student will tolerate all food consistencies.

**Procedure**

Establishing attending. Present student with SD (directive according to step), student should perform the directive given to him/her. Fade prompts and reinforce as necessary.

**S<sup>D</sup>**

SD varies according to step

**Generalization Plan**

Vary SDs. Practice in different settings and with different teachers.

**Mastery Criteria**

80% correct responding across 3 days and 2 teachers.

**Upon Mastery**

Randomize current step, and continue next up.

<b>Consistency</b>	<b>Introduced</b>	<b>Mastered</b>
Pureed food		
Ground food		
Chopped food		
Cut up food		
Whole food		

## Individual Teaching Program in Un-graded Classroom

**Student**

**Month/Year**

**Program**

**Feeding/Routines**

**Goal**

The student will independently follow appropriate routines during eating opportunities.

**Procedure**

Establish attending. Present student with SD (directive according to step), student should perform the directive given to him/her. Fade prompts and reinforce as necessary.

**S<sup>D</sup>**

SD varies according to step

**Generalization Plan** Vary SDs. Practice in different settings and with different teachers.

**Mastery Criteria** 80% correct responding across 3 days and 2 teachers.

**Upon Mastery** Randomize current step, and continue next up.

	Introduced	Mastered
<b>Finger Foods</b> The student will tolerate physical contact with food on finger.		
The student will grasp food.		
The student will bring food to mouth.		
The student will touch food to lips.		
The student will lick food.		
The student will open mouth to accept food.		

The student will close lips and keep food in mouth.		
The student will chew and swallow food effectively.		
The student will independently respond to visual cues to complete sequence for eating finger foods.		
The student will independently complete sequence to eat finger foods.		
<b>Using Spoon</b>		
The student will hold spoon appropriately.		
The student will scoop food.		
The student will bring spoon to mouth.		
The student will open mouth to accept food.		
The student will close mouth on spoon.		
The student will clear spoon.		
The student will return spoon to initial position.		
The student will independently respond to visual cues to complete sequence for using a spoon.		
The student will independently complete sequence to use a spoon.		
<b>Using Fork</b>		
The student will hold fork appropriately.		
The student will insert fork into food.		
The student will bring fork to mouth.		
The student will open mouth to accept food.		
The student will close mouth on fork.		
The student will clear fork.		
The student will return fork to initial position.		
The student will independently respond to visual cues to complete sequence for using a fork.		
The student will independently complete sequence to use a fork.		
<b>Drinking</b>		
The student will pick up cup with spout.		
The student will bring cup to mouth.		
The student will close lips on spout.		
The student will angle cup to pour into mouth.		

The student will contain liquid in mouth.		
The student will swallow liquid effectively.		
The student will return cup to initial position.		
The student will open straw and place in container.		
The student will pick up container and bring to mouth.		
The student will close lips on straw.		
The student will suck liquid through straw.		
The student will contain liquid in mouth.		
The student will swallow liquid effectively.		
The student will return cup to initial position.		
The student will pick up cup and bring to mouth.		
The student will place lips on rim of cup.		
The student will angle cup to pour into mouth.		
The student will contain liquid in mouth.		
The student will swallow liquid effectively.		
The student will return cup to initial position.		

## Individual Teaching Program in Un-graded Classroom

**Student**

**Month/Year**

**Program**

Feeding

**Goal**

The student will implement appropriate feeding etiquette during eating opportunities.

**Procedure**

Establishing attending. Present student with SD (directive according to step), student should perform the directive given to him/her. Fade prompts and reinforce as necessary.

**S<sup>D</sup>**

SD varies according to step

**Generalization Plan**

Vary SDs. Practice in different settings and with different teachers.

**Mastery Criteria**

80% correct responding across 3 days and 2 teachers.

**Upon Mastery**

Randomize current step, and continue next up.

Step	Introduced	Mastered
<b>Requesting Food Item</b>		
The student will take hand of adult to guide to food item.		
The student will point to food.		
The student will point to picture of food in isolation.		
The student will point to picture of food in a field of 2-3.		
The student will utilize communication device/verbal approximation/words with visuals.		
The student will utilize communication device/verbal approximation/words in absence of visual(s) or item(s).		

The student will request item from an adult/peer.		
The student will request item using a complete sentence.		
<b>Using a Napkin</b>		
The student will identify a napkin.		
The student will tolerate the texture of a napkin.		
The student will respond to directive to wipe hands/finger on napkin.		
The student will bring napkin to mouth.		
The student will respond to directive to wipe face and hands with napkin.		
The student will respond to visual cues to identify need for napkin.		
The student will independently identify need for napkin and use appropriately.		
<b>Food Preparation</b>		
The student will identify location of opening on food containers.		
The student will open lids/caps of containers.		
The student will open juice box.		
The student will open snack bag i.e. chips, cookies, etc.		
The student will open/close lunch box.		
The student will choose appropriate item for specific meal.		
The student will apply prerequisite skills within context of classroom snack activities e.g. making sandwich, making pudding, mixing a drink.		

## Individual Teaching Program in Un-graded Classroom

**Student**

**Month/Year**

**Program**

Hygiene/Toileting

**Goal**

The student will independently request toileting needs and independently follow bathroom routine.

**Procedure**

Establishing attending. Present student with SD (directive according to step), student should perform the directive given to him/her. Fade prompts and reinforce as necessary.

**S<sup>D</sup>**

SD varies according to step

**Generalization Plan**

Vary SDs. Practice in different settings and with different teachers.

**Mastery Criteria**

80% correct responding across 3 days and 2 teachers.

**Upon Mastery**

Randomize current step, and continue next up.

	Introduced	Mastered
<b>Time Training</b>		
1. The student will respond to the timer and prompt “I need the bathroom” (visual/verbal cue).		
2. The student will respond to the following visual schedule:		
<ul style="list-style-type: none"> <li>• Walk toward bathroom</li> <li>• Open bathroom door</li> </ul>		
<ul style="list-style-type: none"> <li>• Turn light on.</li> </ul>		

<ul style="list-style-type: none"> <li>• *If in public restroom, take toilet paper off roll and use to pick up toilet seat, or place toilet paper or seat cover on top of seat before sitting.</li> </ul>		
<ul style="list-style-type: none"> <li>• Pull pants and undergarments down to ankles.</li> </ul>		
<ul style="list-style-type: none"> <li>• Sit on or stand in front of toilet.</li> </ul>		
<ul style="list-style-type: none"> <li>• Eliminate.</li> </ul>		
<ul style="list-style-type: none"> <li>• Take toilet paper off roll and wipe appropriately.</li> </ul>		
<ul style="list-style-type: none"> <li>• Pull up under garments and pants.</li> </ul>		
<ul style="list-style-type: none"> <li>• Stand up, remove toilet paper from seat and flush using either foot or hand covered with toilet paper.</li> </ul>		
<ul style="list-style-type: none"> <li>• Turn off light.</li> </ul>		
<ul style="list-style-type: none"> <li>• Exit bathroom and proceed to sink to complete hand washing task analysis.</li> </ul>		
<ul style="list-style-type: none"> <li>• Adult reset timer for next interval.</li> </ul> <p><b>*No verbal cues are provided at this time. Only visual and physical prompting if necessary.</b></p>		
<p><b>Scheduled bathroom breaks</b></p> <p>The student will independently respond to scheduled bathroom breaks throughout the school day. The students will follow aforementioned visual schedule for toileting. Any independent requests for the bathroom will be validated.</p>		
<p><b>Independent Use of Bathroom</b></p> <p>The student will independently request their toileting needs and complete the bathroom schedule with no assistance. Visual schedule may still be utilized as cues for student to refer to.</p>		
<p><b>Hand Washing</b></p> <p>The student will respond to visual cues and prompting to wash their hands.</p>		
<ol style="list-style-type: none"> <li>1. Walk to sink</li> </ol>		
<ol style="list-style-type: none"> <li>2. Turn on water</li> </ol>		
<ol style="list-style-type: none"> <li>3. Pump soap twice</li> </ol>		
<ol style="list-style-type: none"> <li>4. Rub hands together to wash. Complete the following sequence:</li> </ol>		

<ul style="list-style-type: none"> <li>• Rub top of right hand count to 3</li> <li>• Rub top of left hand count to 3</li> <li>• Rub left palm count to 3</li> <li>• Rub right palm count to 3</li> <li>• Wash fingers in between each other count to 3</li> </ul>		
5. Rinse soap off of hands		
6. Turn off water		
7. Use paper towel to dry hands		
8. Throw paper towel garbage		

## Individual Teaching Program in Un-graded Classroom

**Student**

**Month/Year**

**Program** Hygiene

**Goal** The student will develop skills for good hygiene.

**Procedure** Establishing attending. Present student with SD (directive according to step), student should perform the directive given to him/her. Fade prompts and reinforce as necessary.

**S<sup>D</sup>** SD varies according to step

**Generalization Plan** Vary SDs. Practice in different settings and with different teachers.

**Mastery Criteria** 80% correct responding across 3 days and 2 teachers.

**Upon Mastery** Randomize current step, and continue next up.

	Introduced	Mastered
<b>Morning Routine</b> The student will complete teeth brushing, hair brushing and deodorant schedule as part of their morning routine.		
<b>Applying deodorant:</b>		
1. Identify the deodorant.		
2. Take out the deodorant.		
3. Open the deodorant.		
4. If applicable twist bottom to raise deodorant.		

5. Hold deodorant in right hand, slide under shirt and roll 2x onto left armpit.		
6. Hold deodorant in left hand, slide under shirt and roll 2x onto right armpit.		
7. Put cap on deodorant.		
8. Put deodorant back in appropriate place.		
<b>Brushing Hair</b> *Complete sequence in front of mirror		
1. Get materials and picture schedule.		
2. Pick up brush/comb in hand and bring towards head to brush hair.		
3. Hold brush by handle and brush hair (left side, front, right side and back). Repeat if needed to get all of the knots out.		
4. Put brush back in appropriate place.		
<b>Brushing Teeth</b>		
1. Get materials and picture schedule		
2. Take out materials and set them up.		
3. Unscrew toothpaste cap and put it on the countertop		
4. Turn on the cold water		
5. Wet bristles of toothbrush.		
6. Put toothpaste on toothbrush.		
7. Lay toothpaste tube on countertop.		
8. Bring toothbrush with toothpaste up to your mouth.		
9. Follow sequence for brushing teeth: <ul style="list-style-type: none"> <li>• left back: top – outside &amp; inside</li> <li>• left back: bottom – outside &amp; inside</li> <li>• front: top – outside &amp; inside</li> <li>• front: bottom – outside &amp; inside</li> <li>• right back: top – outside &amp; inside</li> <li>• right back: bottom – outside &amp; inside</li> </ul>		
10. Spit toothpaste/saliva into sink		
11. Rinse toothbrush under water		

12. Shake water out of brush.		
13. Dry face with a paper towel		
14. Put top back on toothpaste and tighten		
15. Put materials away and clean up		

## Individual Teaching Program in Un-graded Classroom

**Student**

**Month/Year**

**Program**

Dressing

**Goal**

The student will independently identify dressing sequence and follow routine to prepare for outings i.e. trips, recess, going home.

**Procedure**

Establishing attending. Present student with SD (directive according to step), student should perform the directive given to him/her. Fade prompts and reinforce as necessary.

**S<sup>D</sup>**

SD varies according to step

**Generalization Plan**

Vary SDs. Practice in different settings and with different teachers.

**Mastery Criteria**

80% correct responding across 3 days and 2 teachers.

**Upon Mastery**

Randomize current step, and continue next up.

	Introduced	Mastered
<p><b>Dressing Sequence</b>                      The student will independently identify and complete a clothing sequence during a teacher prepared activity.                      The dressing sequence is as follows:                      1. Identify undergarments and place on appropriate body part or in appropriate order.</p>		

2. Identify pants/shorts and place on appropriate body part or in appropriate order.		
3. Identify shirt and place on appropriate body part or in appropriate order.		
4. Identify socks and place on appropriate body part or in appropriate order.		
5. Identify sneakers/shoes/sandals and place on appropriate body part or in appropriate order.		
6. Identify jacket and place on appropriate body part or in appropriate order.		
7. Identify gloves/mittens and place on appropriate body part or in appropriate order.		
8. Identify hat and place on appropriate body part or in appropriate order.		
9. Identify scarf and place on appropriate body part or in appropriate order.		
<b>Dressing Self in Outwear</b> The student will independently respond to cues to prepare self for an outside activity i.e. recess, trip, going home. The student will complete the following routine:		
1. Walk to closet or location of clothing.		
2. Identify personal items.		
3. Put jacket on.		
4. Zipper, button or snap jacket.		
*Follow steps 2-3 for each additional item student needs to put on. *The student will be expected to mand for specific items.		
<b>Buttoning</b> The student will independently be able to button and unbutton clothing.		
1. Button and unbutton large buttons.		
2. Button and unbutton medium sized buttons.		

3. Button and unbutton small buttons.		
<b>Zipping</b> The student will be able to independently zip and unzip clothing.		
1. Identify zipper on clothing item.		
2. Open and close zipper on pants.		
3. Identify both parts of zipper on jacket.		
4. Place tab in zipper.		
5. Pull zipper up to close jacket.		
6. Pull zipper down to open jacket.		
<b>Tying Shoes</b> The student will independently tie own shoes. *Should be taught utilizing the backward chaining technique and with sneaker on table.		
1. Identify laces on sneaker.		
2. Use both hands to grab laces.		
3. Cross laces, loop under and pull tight.		
4. Make bow with one lace.		
5. Hold bow with one hand and wrap other lace around bow. Slide lace through opening in bow and pull both bows tight.		
6. Once student has mastered motions of tying shoe, begin tying shoe while on foot, teaching student to bend down to begin process.		
<b>Teaching Strategies</b> *You may also choose to teach using 2 bows. *Use two different color laces. *Place velcro on laces to keep laces together. *Use pipe cleaners or larger laces.		

<p><b>Select Clothing Appropriate for Weather</b>  The student will independently choose clothing according to outside weather (seasons).</p> <ol style="list-style-type: none"> <li>1. The student will need to have the following prerequisite skills to be able to implement this program: <ul style="list-style-type: none"> <li>• Identify the seasons</li> <li>• Identify weather</li> <li>• Identify clothing</li> <li>• Should be able to sort items</li> </ul> </li> </ol>		
<ol style="list-style-type: none"> <li>2. Identify clothing appropriate for fall.</li> </ol>		
<ol style="list-style-type: none"> <li>3. Identify clothing appropriate for winter.</li> </ol>		
<ol style="list-style-type: none"> <li>4. Identify clothing appropriate for spring.</li> </ol>		
<ol style="list-style-type: none"> <li>5. Identify clothing appropriate for summer.</li> </ol>		
<ol style="list-style-type: none"> <li>6. When presented with a teacher created product representing a specific season/weather, the student will identify the appropriate clothing among several distracters.</li> </ol>		
<ol style="list-style-type: none"> <li>7. Choose the appropriate clothing to wear on a daily basis according to weather when presented with choices.</li> </ol>		
<ol style="list-style-type: none"> <li>8. Independently choose clothing appropriate for weather on a daily basis.</li> </ol>		
<p><b>Sorting Laundry/Clothing</b>  The student will be able to sort clothing items.</p> <ul style="list-style-type: none"> <li>• Socks</li> <li>• Shirts</li> <li>• Undergarments</li> <li>• Pants</li> </ul> <p>The student will be able to identify clean vs. dirty clothing items through teacher created activities.</p>		

## Individual Teaching Program in Un-graded Classroom

**Student**

**Month/Year**

**Program**

Functional Home Behavior

**Goal**

The student will independently identify the various components within their home and engage in functional activities with the home.

**Procedure**

Establishing attending. Present student with SD (directive according to step), student should perform the directive given to him/her. Fade prompts and reinforce as necessary

**S<sup>D</sup>**

SD varies according to step

**Generalization Plan**

Vary SDs. Practice in different settings and with different teachers.

**Mastery Criteria**

80% correct responding across 3 days and 2 teachers.

**Upon Mastery**

Randomize current step, and continue next up.

	Introduced	Mastered
<b>Family Members</b> The student will be able to identify the people within their family.		
1. Mother		
2. Father		
3. Sister		
4. Brother		

5. Pet *Modify according to student's needs.		
<b>Rooms In House</b> The student will be able to identify the different rooms within a house and be able to name/match the items that belong within each room.		
1. Kitchen-refrigerator, table, chairs, stove, microwave, sink etc.		
2. Bathroom-toilet, sink, shower/bathtub		
3. Bedroom-bed, dresser, closet, pillows		
4. Living room-couch, chair, t.v., table		
<b>Functional Home/Leisure Behavior</b> The student will perform appropriate behaviors related to home leisure activities.		
1. Turn light switch on and off as needed.		
2. Turn computer on and off independently.		
3. Turn t.v. on and off.		
4. Open and close doors.		
<b>Completing Simple Chores</b> The student will acquire skills needed to complete simple chores within the home.		
1. Set the table		
2. Sort utensils		
3. Take garbage bag out of can		
4. Identify items to be recycled		
5. Put dishes in sink		
6. Put food items away in cabinets and refrigerator		
7. Clean up personal items		
8. Unpack belongings		

## Individual Teaching Program in Un-graded Classroom

**Student**

**Month/Year**

**Program**

Functional Home Behavior/Safety

**Goal**

The student will comprehend and practice home safety.

**Procedure**

Establishing attending. Present student with SD (directive according to step), student should perform the directive given to him/her. Fade prompts and reinforce as necessary.

**S<sup>D</sup>**

SD varies according to step

**Generalization Plan**

Vary SDs. Practice in different settings and with different teachers.

**Mastery Criteria**

80% correct responding across 3 days and 2 teachers.

**Upon Mastery**

Randomize current step, and continue next up.

	Introduced	Mastered
<b>Home Safety</b> The student will follow rules for home safety.		
1. Identify safe vs. dangerous through sorting activity or expressively connecting label to situation.		
2. Home safety rules e.g. don't touch stove when hot, don't climb on high furniture, don't touch outlets etc.		

3. Identify inside house vs. outside of house (places to play and rules for inside vs. rules and limits for outside play)		
4. Develop understanding of needing an adult to leave house, asking permission to leave house, and following rules to remain within proximity of home (front yard/backyard).		
<b>Requesting Assistance Within Home Environment</b> The student will be able to independently request assistance for the following:		
• for tangible object (toy, food item, t.v. etc.)		
• for bathroom		
• if injured		
• to exit the home		
• for an emergency (dialing 911 if applicable)		

## Individual Teaching Program in Un-graded Classroom

**Student**

**Month/Year**

**Program**

Community Social Behaviors

**Goal**

The student will engage in appropriate social behaviors within the community.

**Procedure**

Establishing attending. Present student with SD (directive according to step), student should perform the directive given to him/her. Fade prompts and reinforce as necessary.

**S<sup>D</sup>**

SD varies according to step

**Generalization Plan**

Vary SDs. Practice in different settings and with different teachers.

**Mastery Criteria**

80% correct responding across 3 days and 2 teachers.

**Upon Mastery**

Randomize current step, and continue next up.

	Introduced	Mastered
<b>Community Safety</b> The student will identify safe behavior vs. unsafe behavior in the community.		
1. Identify familiar people vs. strangers.		
2. Develop social scripts for appropriate interactions with people in the community.		

3. Develop skills for answering basic social questions (name, phone number, address) or recognizing identification bracelet and its purpose in the event of getting lost.		
4. Identify and follow rules (e.g. stay close to adult, let an adult know where you are) for staying safe when in various locations within the community.		
5. Develop and utilize appropriate nonverbal behavior during interactions within the community.		
6. Ask for assistance when applicable.		
7. Tolerate crowds and increased noise levels.		
8. Tolerate transitions.		
9. Locate and navigate the following public facilities: <ul style="list-style-type: none"> <li>• Escalator</li> <li>• Elevator</li> <li>• Stairs</li> <li>• Store directory/maps</li> <li>• Bathroom</li> <li>• Security personnel</li> </ul>		
10. Identify and utilize the following safety guidelines when navigating the community: <ul style="list-style-type: none"> <li>• Hold the hand of an adult when crossing the street or walking in a parking lot</li> <li>• Identify rules for crossing the street; stop on the corner, use crosswalk, check both ways for cars, attend to stop light signals and signs, walk across the street.</li> <li>• Be aware of moving vehicles when navigating a parking lot or sidewalks.</li> </ul>		
11. Identify and recognize function of the following signs within the community: <ul style="list-style-type: none"> <li>• Restrooms (men &amp; women).</li> <li>• Exit.</li> </ul>		

<ul style="list-style-type: none"> <li>• Enter.</li> <li>• Stop.</li> <li>• Wet floor.</li> <li>• Danger.</li> <li>• Cross walk signals.</li> <li>• Traffic light signals.</li> </ul>		
<p><b>Community Etiquette</b>  The student will use appropriate etiquette and manners while participating in community activities.</p> <ol style="list-style-type: none"> <li>1. Use appropriate tone of voice.</li> <li>2. Maintain personal space.</li> <li>3. Be respectful of people’s personal belongings.</li> <li>4. Become familiar with and utilize socially acceptable behavior. Some of which include: <ul style="list-style-type: none"> <li>• Holding the door.</li> <li>• Knocking before entering.</li> <li>• Saying please and thank you.</li> </ul> </li> </ol>		
<p><b>Community Helpers</b>  The student will be able to identify, label and demonstrate an understanding of the roles of various community helpers.</p> <ol style="list-style-type: none"> <li>1. Can receptively and expressively identify the following community helpers: <ul style="list-style-type: none"> <li>• police officer</li> </ul> </li> </ol>		
<ul style="list-style-type: none"> <li>• doctor</li> </ul>		
<ul style="list-style-type: none"> <li>• nurse</li> </ul>		
<ul style="list-style-type: none"> <li>• fireman</li> </ul>		
<ul style="list-style-type: none"> <li>• mail carrier</li> </ul>		
<ul style="list-style-type: none"> <li>• sanitation worker/garbage man</li> </ul>		
<ul style="list-style-type: none"> <li>• librarian</li> </ul>		
<ul style="list-style-type: none"> <li>• waiter/waitress</li> </ul>		
<ul style="list-style-type: none"> <li>• crossing guard</li> </ul>		
<ul style="list-style-type: none"> <li>• cashier</li> </ul>		
<ul style="list-style-type: none"> <li>• bus driver</li> </ul>		

• babysitter		
• teacher		
2. Can match characteristics and functions to the appropriate community helpers		
3. Develop social language to communicate applicable needs and wants to the appropriate community helper (e.g. "I have a stomachache"-> to the doctor; "Can I have a soda" -> waitress/waiter)		

## Individual Teaching Program in Un-graded Classroom

**Student**

**Month/Year**

**Program**

Community Routines

**Goal**

The student will identify and participate in routines applicable to specific community locations.

**Procedure**

Establishing attending. Present student with SD (directive according to step), student should perform the directive given to him/her. Fade prompts and reinforce as necessary.

**S<sup>D</sup>**

SD varies according to step

**Generalization Plan**

Vary SDs. Practice in different settings and with different teachers.

**Mastery Criteria**

80% correct responding across 3 days and 2 teachers.

**Upon Mastery**

Randomize current step, and continue next up.

<p><b>*Students should practice these skills during the school day, in house field trips and community outings. Visual cues, social stories and role playing are useful teaching strategies that will allow students to acquire these skills.</b></p>	<p>Introduced</p>	<p>Mastered</p>
<p><b>Restaurant/Fast Food</b> The student will identify and follow the steps necessary to complete an order at restaurant. 1. Enter restaurant.</p>		

2. Walk to counter or wait to be seated.		
3. Look at menu.		
4. Develop social scripts for engaging waiter/waitress appropriately while ordering (I would like to order _____, I would like _____, May I have _____ etc.). Student should be able to answer questions regarding order (e.g. type of drink, size, exclusions etc.).		
5. Wait for food.		
6. Ask waiter/waitress for check or amount owed.		
7. Present money owed for services.		
8. If applicable, wait for change.		
9. Develop skills for identifying and requesting items required to consume meal (e.g. utensils, napkin, straw).		
<b>Library</b> The student will identify and follow the steps necessary to take a book out of the library.		
1. Walk to children's section in library.		
2. Pick out book.		
3. Walk to checkout counter.		
4. If applicable wait on line.		
5. Hand book and library card to person at counter.		
6. Develop social scripts for engaging librarian/person at counter appropriately.		
7. Take book and library card.		
8. Return book to library at predetermined time.		
<b>Movies</b> The student will identify and follow the steps necessary to appropriately participate in the movie theater experience.		
1. Decide what movie they would like to see.		
2. Ask adult to look up movie times or independently locate movie times. Student may learn how to identify movie times in newspaper or online.		

3. Arrive at theater for scheduled time.		
4. If applicable wait in line.		
5. Purchase tickets at ticket booth identifying title of movie, time and number of tickets purchasing.		
6. Present money owed for tickets to cashier.		
7. If applicable wait for change.		
8. If applicable wait in line and present ticket to enter movie theater.		
9. Follow directions to locate theater.		
10. If applicable, student can follow ordering sequence to purchase snacks at the concession stand.		
<b>Supermarket</b> The student will identify and follow the steps necessary to complete a shopping order.		
1. Create shopping list with adult. Picture cues may be used to accompany labels to assist student.		
2. Review list and determine where specific items can be located within store (e.g. aisle number, frozen foods, dairy etc.).		
3. Go with adult to store and get cart or basket to place food items in.		
4. Develop social scripts for engaging store employees when asking for help, ordering cold cuts, and checking out.		
5. Check items off on shopping list as they are placed in cart.		
6. Place items in cart using caution (e.g. don't squish bread, place eggs on top etc.)		
7. Check list to make sure all items are accounted for and walk to check out lines.		
8. Choose line and wait.		
9. Take divider and place before your order on conveyor belt.		

10. Begin placing items on conveyor belt behind divider.		
11. If applicable, present coupons or grocery savings card to cashier.		
12. If applicable, bag groceries using same guidelines for placing items in cart. *refer to # 6		
13. Place bagged groceries into cart, using same guidelines presented in # 6.		
14. Present money or credit card to pay for groceries.		
15. If applicable, wait for change.		
16. Push cart to exit store and return to car in parking lot.		
17. Open car and place groceries in truck or back seat.		
18. At home, remove groceries from car and put items away in proper location. Frozen and refrigerated foods should be put away first.		
<b>Park</b> The student will identify and utilize the following procedures when playing at the park.		
1. Wait in line for turn.		
2. Be respectful of other children's personal space.		
3. Use playground equipment appropriately.		
4. Develop social scripts for engaging peers, taking turns, being assertive, and descriptive language for playground activities (e.g. this is so much fun, I'm going really high, let's climb the mountain etc.).		
5. Respond appropriately when given directive to leave park.		

## Individual Teaching Program in Un-graded Classroom

**Student**

**Month/Year**

**Program**

Social Interactions/Leisure Activities

**Goal**

The student will develop and utilize skills to appropriately engage in social interactions.

**Procedure**

Establishing attending. Present student with SD (directive according to step), student should perform the directive given to him/her. Fade prompts and reinforce as necessary.

**S<sup>D</sup>**

SD varies according to step

**Generalization Plan**

Vary SDs. Practice in different settings and with different teachers.

**Mastery Criteria**

80% correct responding across 3 days and 2 teachers.

**Upon Mastery**

Randomize current step, and continue next up.

	Introduced	Mastered
<b>Eye Contact</b> The student will develop eye contact.		
1. Make eye contact for intent		
2. Make eye contact in response to their name		
3. Maintain eye contact during interaction		

<p><b>Response to Name</b> The student will respond to his/her name.</p> <ol style="list-style-type: none"> <li>1. Respond with eye contact.</li> </ol>		
<ol style="list-style-type: none"> <li>2. Respond with appropriate verbal response. *The student should be taught to respond name across various settings and increase proximity.</li> </ol>		
<p><b>Greetings</b> The student will respond to and initiate greetings.</p> <ol style="list-style-type: none"> <li>1. Respond to greetings with a nonverbal gesture (smile, wave, head nod) and appropriate eye contact.</li> </ol>		
<ol style="list-style-type: none"> <li>2. Respond to greetings with a verbal response (hi, hello, what's up) and appropriate eye contact.</li> </ol>		
<ol style="list-style-type: none"> <li>3. Initiate greeting with a nonverbal gesture (smile, wave, head nod) and appropriate eye contact.</li> </ol>		
<ol style="list-style-type: none"> <li>4. Initiate greeting with a verbal response (hi, hello, what's up) and appropriate eye contact.</li> </ol>		
<p><b>Conversational Skills</b> The student will independently utilize learned social scripts to engage in conversation.</p> <ol style="list-style-type: none"> <li>1. Respond to simple questions presented during a conversational exchange (e.g. How are you?, What's your name?, etc.).</li> </ol>		
<ol style="list-style-type: none"> <li>2. Initiate conversation utilizing basic social scripts (e.g. Hi, how are you?, What's your name?, etc.).</li> </ol>		
<ol style="list-style-type: none"> <li>3. End conversation utilizing learned social scripts (e.g. See you later., It was nice talking with you., etc.).</li> </ol>		
<ol style="list-style-type: none"> <li>4. Engage in reciprocal conversational exchanges using basic social information (e.g. Teacher says: I'm wearing a pink shirt., Student says: I'm wearing a blue shirt.).</li> </ol>		

5. Maintain the topic during a conversation by responding appropriately when asked questions (e.g. Teacher says: Let's talk about a cow, what color is a cow?. Student says: A cow is black and white.)		
6. Maintain a reciprocal conversation by asking basic social questions (e.g. Hi, how are you?, What's your name?, etc.) and responding appropriately during exchange.		
7. Maintain a reciprocal conversation by asking questions to seek further information (e.g. Teacher says: I'm going on vacation. Student says: Where are you going?).		
8. Independently, maintain a reciprocal conversation by asking and answering questions for 3-4 exchanges.		
<b>Leisure Activities</b> The student will develop skills to appropriately engage in leisure activities.		
1. Can request a toy or desired item.		
• Independently retrieve item within familiar environment.		
• Take hand of an adult to request item.		
• Request by pointing to a picture icon.		
• Request by giving a picture icon to an adult.		
• Request using a single word or approximation of label.		
• Request using a phrase or sentence.		
*** Sequence may need to be modified to meet the needs of students using AAC devices.		

<p>2. Can initiate and engage appropriately in own play activity.</p> <ul style="list-style-type: none"> <li>• Imitate teacher/video models to engage in presented activity. Some suggested activities include: building blocks and Legos, playing with cars and trains, reading a book, etc. All teachers should follow the same procedure when modeling each activity.</li> </ul>		
<ul style="list-style-type: none"> <li>• Respond to visual sequence to engage in presented activity. Visual cues should be faded as student becomes more independent.</li> </ul>		
<ul style="list-style-type: none"> <li>• Independently engage in presented activity.</li> </ul>		
<ul style="list-style-type: none"> <li>• Independently request or retrieve item and engage in activity.</li> </ul>		
<p>3. Can engage in parallel play appropriately. Prompting should be faded as student becomes more independent. Student should independently engage before proceeding to the next step.</p> <ul style="list-style-type: none"> <li>• Respond to visual cues and/or prompting to engage in preferred activity alongside an adult.</li> </ul>		
<ul style="list-style-type: none"> <li>• Respond to visual cues and/or prompting to engage in preferred activity alongside a peer.</li> </ul>		
<ul style="list-style-type: none"> <li>• Respond to visual cues and/or prompting to engage in a non-preferred activity alongside an adult.</li> </ul>		
<ul style="list-style-type: none"> <li>• Respond to visual cues and/or prompting to engage in a non-preferred activity alongside a peer.</li> </ul>		

<p>4. Can engage in associative play appropriately. Prompting should be faded as student becomes more independent. Student should independently engage before proceeding to the next step.</p> <ul style="list-style-type: none"> <li>• Respond to teacher models to engage in preferred activity. Student should be taught to imitate adult’s actions to play appropriately with own toy.</li> </ul>		
<ul style="list-style-type: none"> <li>• Respond to peer models to engage in preferred activity. Student should be taught to imitate peer’s actions to play appropriately with own toy.</li> </ul>		
<ul style="list-style-type: none"> <li>• Respond to teacher models to engage in a non-preferred activity. Student should be taught to imitate adult’s actions to play appropriately with own toy.</li> </ul>		
<ul style="list-style-type: none"> <li>• Respond to peer models to engage in a non-preferred activity. Student should be taught to imitate peer’s actions to play appropriately with own toy.</li> </ul>		
<p>5. Can engage in cooperative play appropriately. Prompting should be faded as student becomes more independent. Student should independently engage before proceeding to the next step.</p>		
<ul style="list-style-type: none"> <li>• Utilize learned social scripts to initiate play activity with adult.</li> </ul>		
<ul style="list-style-type: none"> <li>• Utilize learned social scripts to initiate play activity with peer.</li> </ul>		
<ul style="list-style-type: none"> <li>• Respond to visual cues and/or models to express “my turn” and “your turn” within the context of an activity.</li> </ul>		
<ul style="list-style-type: none"> <li>• Independently express “my turn” and “your turn” within the context of an activity.</li> </ul>		

<ul style="list-style-type: none"><li>• Respond to visual cues and/or models to share within the context of an activity.</li></ul>		
<ul style="list-style-type: none"><li>• Independently share within the context of an activity.</li></ul>		