

Readington Township Public Schools

Life Skills Grades 4 & 5

Authored by: Lauren Mahoney

Reviewed by: Karen Tucker
Supervisor of Pupil Services

Approval Date: June 13, 2017

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Functional Self-Help/Life Skills

Level: Intermediate/HBS (grades 4-5)

Personal Care Skills				
<i>Eating</i>				
Indicators	Instructional Strategies	Possible Materials and Resources	Possible Assessment Tools	Trips that reinforce skills learned
*Drinks appropriately from water fountain	1-on-1 instruction	Utensils (start with plastic work way up)	Observation with anecdotal records	McDonald's (Nov)
*Uses thumb and first two fingers to appropriately grasp eating utensils	Small Group Instruction	Cups	Teacher created rubrics	WalMart (Dec)
*Gets cup and gets drink from faucet	Reinforcement	Packaged snacks and drinks from home		Friendly's (Feb)
*Uses proper table manners	Cueing	Bread, condiments for spreading		In House - Life Skills, cafeteria, snack
*Opens plastic wrappers, water bottles, juice boxes	Prompting			Patriots Game (May)
*Spreads with knife	Repeated Practice			
	Modeling			
	Community based instruction and practice			
<i>Dressing</i>				
Indicators	Instructional Strategies	Possible Materials and Resources	Possible Assessment Tools	Trips that reinforce skills learned
*Ties shoelaces	1-on-1 instruction	Shoes	Observation with anecdotal records	
*Puts on/removes jacket	Small Group Instruction	Jackets	Teacher created rubrics	
*Puts on scarf, hat in winter	Reinforcement	Scarf, hat		
*Engages zipper	Cueing	Shirt with button(s)		
*Unfastens buttons	Prompting			
	Repeated Practice			
	Modeling			
<i>Hygiene</i>				
Indicators	Instructional Strategies	Possible Materials and Resources	Possible Assessment Tools	Trips that reinforce skills learned
*Washes hands completely with soap and water	1-on-1 instruction	Soap, paper towels	Observation with anecdotal records	Restaurants
*Dries hands completely	Small Group Instruction	Tissues	Teacher created rubrics	
*Wipes own nose	Reinforcement	Brush/comb		
*Brushes/combs hair	Cueing			
	Prompting			
	Repeated Practice			
	Modeling			

Independent Living Skills				
Personal Information				
Indicators	Instructional Strategies	Possible Materials and Resources	Possible Assessment Tools	Trips that reinforce skills learned
*Gives birthday	1-on-1 instruction	Computer	Observation with anecdotal records	
*Gives street number	Small Group Instruction	Writing worksheet	Teacher created rubrics	
*Gives street name	Reinforcement	Sentence strip with printed information		
*Gives city	Cueing	Printed ID Card		
*Gives state	Prompting	Telephone		
*Gives zip code	Repeated Practice			
*Gives home phone number	Modeling			
*Gives parents' and siblings' names				
*Gives pets' names if applicable				
*Gives opinions - likes and dislikes				
Food Preparation				
Indicators	Instructional Strategies	Possible Materials and Resources	Possible Assessment Tools	Trips that reinforce skills learned
*Gathers needed food and equipment	1-on-1 instruction	Measuring cups	Observation with anecdotal records	Target (Oct)
*Washing hands before handling food	Small Group Instruction	Mixing bowl, spoons, whisk	Teacher created rubrics	Shop Rite (Nov)
*Opens packages, plastic wrappers, and containers	Reinforcement	Access to microwave, school kitchen		Walmart (Dec)
*Measures using labeled measuring cups	Cueing	Adapted recipes		
*Follows simple preparation instructions and recipes	Prompting	Cookbooks & recipe cards		
*Creates shopping list of 2-5 items	Repeated Practice	Cooking to Learn 1 & 2		
	Modeling			
Household Chores				
Indicators	Instructional Strategies	Possible Materials and Resources	Possible Assessment Tools	Trips that reinforce skills learned
*Sets table (plate, napkin, fork, knife)	1-on-1 instruction	Table settings	Observation with anecdotal records	
*Clears table	Small Group Instruction	Dishes	Teacher created rubrics	
Household Chores (cont)				
*Rinses dirty dishes	Reinforcement	Classroom jobs		
*Hangs clothes (jackets, sweatshirts) on hook	Cueing	Role play/scenarios		
*Puts belongings away purposefully	Prompting	Lunch clean up		
*Finds belongings	Repeated Practice	Broom, dustpan		

*Knows when to place an emergency call	Modeling		
*Demonstrates how to place emergency call (role play); states name, location, and reason for call			

Community Access			
Indicators	Instructional Strategies	Possible Materials and Resources	Possible Assessment Tools
*Boards and exits school bus safely	1-on-1 instruction	Public Library, Post Office	Observation with anecdotal records
*Finds books in the library	Small Group Instruction	Social stories	Teacher created rubrics
*Finds CDs and/or movies at the library	Reinforcement	Addresses of friends/relatives	
*Checks out library materials (school and community)	Cueing	Envelopes/stamps	
*Prepares a letter for the mail	Prompting	Pictorial directions/checklists	
*Puts a letter in the mailbox (school)	Repeated Practice	Visual models	
*Follows written/pictorial grocery list	Modeling	Stores	
*Locates items in the store (given the aisle and general area)			

Self Advocacy Skills			
Indicators	Instructional Strategies	Possible Materials and Resources	Possible Assessment Tools
*Attempts to come to solution independently before asking for help (school work, social situation, role play)	1-on-1 instruction	Social stories	Observation with anecdotal records
*Seeks assistance when solution cannot be reached independently	Small Group Instruction	Role play	Teacher created rubrics
*Identifies "safe persons" - parents, teachers, counselor, police - to go to for help when needed	Reinforcement		
*Demonstrates understanding of personal space and boundaries	Cueing		
*Identifies appropriate touch with friends, family members, school personnel, community members, strangers - handshakes, hugs, high-fives, fist bumps	Prompting		
	Repeated Practice		
	Modeling		