# **Applied Studies Curriculum Map (Accessible)**

# **Domain: Independent Living**

## Competency and Definition: Personal Management (IND-PERS)

The student engages in coordinated decision-making and actions that affect personal appearance, such as hygiene, grooming, and outward behavior.

Workplace Readiness Skills: 4, 5, 6

### Level 1: Recognize and Recall

1. Participate and respond to others in externally managed self-care routines
2. Indicate SPIN (strengths, preferences, interests, and needs)
3. Seek assistance when help is needed
4. Communicate need to use the bathroom or need for assistance
5. Recognize appropriate and challenging behavior identified in rules, laws and personal positive behavior support system

### Level 2: Identify and Comprehend

1. Express preferences and perform portions of self-care routines
2. Identify clothing appropriate to the weather
3. Complete all components of getting dressed
4. Complete several grooming tasks
5. Make adjustments to appearance when notified
6. Follow rules and routines in response to a positive behavior support system
7. Make choices in a variety of situations and identifies reasons for making the choice
8. Understand causes of conflict
9. Identify changes and stress caused by changes
10. Identify strategies to deal with stress
11. Communicate anger, frustration or disapproval

### Level 3: Interpret and Understand

1. Make choices and complete most self-care routines
2. Adhere to most expectations
3. Use a self-management system to follow rules, complete routines, regulate sensory needs, and/or manage individual stress
4. Utilize and describe a decision making process
5. Use time wisely
6. Communicate calmly and directly when there is conflict
7. Utilize strategies to deal with stress and anxiety

### Level 4: Apply and Generalize

1. Maintain, manage and modify appearance and self-care as needed
2. Regularly check appearance and make adjustments as needed
3. Follow rules and procedures
4. Self-manage behavior and stress
5. Self-advocate in adverse situations
6. Recognize a “bad day” and determine how to impact it in a way that turns negative into positive
7. Set priorities
8. Find ways to handle conflict
9. Handle stress in an appropriate manner

## Competency and Definition: Safety and Health (IND-SAFETY)

The student takes action that impacts the well-being of self or others including safety (prevents and reduces accidents and/or exposure to harm) and health knowledge.

Workplace Readiness Skills: 2, 11

### Level 1: Recognize and Recall

1. Participate in and responds to another during health care routines and safety protocols
2. Recognize safety hazards and health concerns
3. Recognize personal boundaries
4. Identify names and faces of family, peers, teachers, and employers
5. Identify personal information (written or verbal to include, name, phone number, address, age, social security number)
6. Recognize warnings, hazardous materials, and dangerous situations
7. Recognize personal physical conditions (i.e. fever, dizzy tired, hungry)
8. Recognize people that can help

### Level 2: Identify and Comprehend

1. Respond to questions and expresses choices about health concerns
2. Identify personal boundaries and inappropriate and appropriate touching
3. Protest exploitative behaviors
4. Respond to questions about interpersonal violations
5. Identify community people, places, and functions
6. Identify emergency and non-emergency situations
7. Identify public and private information
8. Identify persons to contact or when to remove oneself from a dangerous environment, hazardous situation
9. Identify ways to maintain safety in common environments
10. Communicate personal medical information (allergies, current medications)

### Level 3: Interpret and Understand

1. Respond to safety hazard warnings
2. Report health concerns
3. Take care of some personal health needs
4. Maintain personal boundaries
5. Seek help when needed
6. Know persons to contact for assistance in emergency and non-emergency situations
7. Follow learned routine during emergency and non-emergency tasks (i.e., accessing services)
8. Relay information about hazardous situation by independently seeing assistance in situations (i.e., physically locating persons or calling family members or emergency personnel)
9. Safely self-administer medication using script, product labels, or task list.
10. Engage in exercise activities on a regular basis
11. Go to the doctor/ dentist on a regular basis
12. Avoid tobacco and other harmful substances

### Level 4: Apply and Generalize

1. Recognize and respond to safety hazards
2. Follow safety protocols
3. Warn and assist others in emergency situations
4. Practice self-care for minor injuries and illness
5. Seek information and medical help as needed
6. Follow prescribed medical treatments
7. Adhere to interpersonal boundaries and protocols
8. Escape or stop intrusive behavior
9. Report violations of self or witnessed to others
10. Integrate information and problem solves during emergency and non-emergency situations in the community, home or school
11. Identify situations to relay personal information and situations to withhold information
12. Independently terminate hazardous situation within control and seeks assistance in situations requiring additional assistance
13. Independently arrange to refill medications, make appointments, or identify necessary medical providers

## Competency and Definition: Social and Communication (IND-SOCIAL)

The student demonstrates skills necessary for positive interpersonal interactions and relationships.

Workplace Readiness Skills: 3, 5, 6, 8

### Level 1: Recognize and Recall

1. Share space and tolerate the presence of others
2. Display positive expressions when sees a familiar face
3. Greet others with a smile or appropriate gesture
4. Display basic functions of communication: (making choices, requesting, gaining attention and/or rejecting) to interact with others within the context of familiar routines
5. State likes and dislikes
6. Gain attention of others
7. Invite others to participate in recreational activities
8. Allow peers to join in an activity

### Level 2: Identify and Comprehend

1. Display basic functional communication in a variety of novel situations with a variety of communication partners
2. Effectively communicate need for clarification
3. Identify positive peer interactions
4. Identify meaning of body language and responds appropriately
5. Introduce self to others
6. Identify conversational topics appropriate for different relationships
7. Accept being corrected
8. Refuse requests by others appropriately
9. End conversations appropriately
10. Establish peer relationships based on shared interest
11. Help others when needed and appropriate

### Level 3: Interpret and Understand

1. Initiate and respond in communication exchanges with others
2. Demonstrate positive social interactions with both familiar and unfamiliar people
3. Seek information from others in a variety of settings
4. Discuss activities from the immediate past
5. Offer corrections politely or not at all
6. Make predictions about result of social interactions (social mapping)
7. Relay pertinent information from social exchanges
8. Maintain privacy for information that has been shared with them

### Level 4: Apply and Generalize

1. Reciprocally communicate
2. Elaborate upon information and seeks clarification as needed
3. Apply and generalize effective communication and social conventions with a variety of people in a variety of settings and activities
4. Take control of aversive situations, advocates with peers
5. Demonstrate empathy toward others
6. Detect level of interest of others within activities, adjusts behavior as needed

## Competency and Definition: Mobility (IND-MOBILITY)

The student demonstrates skills required to travel from one place to another

Workplace Readiness Skills:

### Level 1: Recognize and Recall

1. Respond to or follows another in movement from one place to another in a familiar environment
2. Navigate the school building by independently moving from one place to another
3. Recognize travel and safety signs

### Level 2: Identify and Comprehend

1. Navigate from current location to a desired destination in a familiar environment/

community

1. Identify personal transportation services or needs
2. Identify the function of various community locations
3. Understand the meaning of travel and safety signs
4. Obey traffic laws as a pedestrian

### Level 3: Interpret and Understand

1. Access public transportation services to travel to and from familiar places within the community with assistance
2. Participate in travel training and/or is in possession of learner’s permit for driving
3. Secure and maintain personal transportation services
4. Obey traffic laws as a pedestrian or cyclist

### Level 4: Apply and Generalize

1. Use maps, signs, technology, and other resources to plan and navigate safe travel from one place to another
2. Estimate travel time
3. Modify and adapt travel plans as needed
4. Contact others to report changes in travel plans/times as necessary
5. Demonstrate driving skills and possess a driver’s license OR navigates community with public/private transportation

## Competency and Definition: Recreation and Leisure (IND-REC)

The student demonstrates a repertoire of skills for alone time, personal development, and/or community involvement

Workplace Readiness Skills:

### Level 1: Recognize and Recall

1. Respond in structured recreation, leisure activities facilitated by another
2. Participate in Health and Physical Education Classes
3. Participate in a variety of leisure activities with others

### Level 2: Identify and Comprehend

1. Express choices and engages in highly preferred recreational/leisure activities
2. Participate in self- directed leisure activities as part of a schedule (start and terminate activities independently
3. Actively participate in new activities

### Level 3: Interpret and Understand

1. Self-initiate and engage in preferred recreation and leisure activities during alone or down time
2. Attend community events as participant or spectator

### Level 4: Apply and Generalize

1. Act on preferences to develop, engage and expand personal interests and hobbies
2. Effectively self-manage expected and unexpected free time
3. Seek and maintain membership and participation in groups that develop personal interests and pursuits

## Competency and Definition: Food Preparation (IND-FOOD)

The student demonstrates skill that include organizing, planning, and preparing food including food safety and storage.

Workplace Readiness Skills:

### Level 1: Recognize and Recall

1. Recognize common materials and items related to food prep (kitchen items, foods)
2. Avoid potential dangers in the kitchen
3. Eat a variety of healthy foods
4. Clean up eating area when finished
5. Use appropriate materials to eat food
6. Sort food by storage requirements

### Level 2: Identify and Comprehend

1. Categorize food by storage type, food group
2. Prepare a simple snack
3. Choose nutritious foods
4. Safely manage all kitchen materials and equipment
5. Identify different methods for cooking
6. Safely manage and stores food items
7. Maintain clean work areas.
8. Identify food by nutrient (protein, carbohydrate, fiber, sugar, etc.)

### Level 3: Interpret and Understand

1. Prepare a variety of simple meals for self
2. Store food appropriately
3. Plan snacks and meals for self
4. Eat balanced meals
5. Follow recipes to shop for meals
6. Identify and dispose of food based on smell, appearance, and/or expiration date
7. Determine appropriate time to reheat using a microwave

### Level 4: Apply and Generalize

1. Plan and prepare a variety of meals for self and others utilizing a variety of cooking techniques
2. Simultaneously manage multiple components of meal preparation
3. Clean up after meals

## Competency and Definition: Home Living/Management

The student demonstrates independence with completing routine cleaning, laundry, minor repairs, and other common tasks.

Workplace Readiness Skills:

### Level 1: Recognize and Recall

1. Clean up activities when complete
2. Return materials to designated places within structured routines
3. Identify examples of tools, cleaning supplies
4. Sort clean and dirty laundry

### Level 2: Identify and Comprehend

1. Maintain organized living space
2. Return materials to designated places out of the context of routines
3. Utilize correct materials to clean (dishes, clothes, bathrooms, floors, etc.)
4. Clean as part of guided routines (dishes, laundry, dusting, vacuuming, etc.)
5. Recognize a mess and clean it up

### Level 3: Interpret and Understand

1. Maintain a clean living space through regular cleaning
2. Complete laundry by identifying appropriate wash cycle, washing, drying, and folding
3. Independently clean specified areas
4. Plan and abide by household maintenance schedule (cleaning, emptying trash, collecting mail, changing sheets, etc.)
5. Effectively clean a variety of rooms typically found in a home

### Level 4: Apply and Generalize

1. Organize home and work space in a functional way
2. Make minor home repairs/adjustments (clear a clogged drain, setup Wi-Fi, tighten loose accessories, change light bulbs)
3. Recognize need for additional help
4. Maintain a cleaning schedule
5. Utilize a variety of resources to troubleshoot household problems

## Competency and Definition: Using Services

The student utilizes services and community resources such as a laundromat, post office, library, hair salon, take out, banks, etc.

Workplace Readiness Skills:

### Level 1: Recognize and Recall

1. Identify common locations by function/service provided

### Level 2: Identify and Comprehend

1. Use library
2. Order and pick up take-out food
3. Ask for assistance in stores

### Level 3: Interpret and Understand

1. Pay bills on time
2. Maintain a bank account
3. Use laundromat/dry cleaner routine
4. Utilize movie rental services

### Level 4: Apply and Generalize

1. Identify and utilize services for home maintenance and repair (calling landlord or contractor)
2. Make and keep appointments
3. Order and manage utilities and bills (electric, water, phone, cable, etc.)
4. Utilize customer service to address needs

## Competency and Definition: Wellness (IND-WELLNESS)

The student demonstrates knowledge and engages in healthy practices in everyday life

Workplace Readiness Skills:

### Level 1: Recognize and Recall

1. Practice healthy habits and routines to limit spread of germs for a number of everyday tasks (bathroom use, washing hands, eating food, and blowing nose)
2. Identify signs, words and symbols associated with poisonous products
3. Use a prompt (visual or auditory) to increase independence with daily routines (i.e., picture task analysis, notes on iPad, timer or alarm reminders)
4. Recognize signs of illness in self and/or others

### Level 2: Identify and Comprehend

1. Express rules and guidelines related to intake of potentially poisonous or poisonous products used in your everyday life (i.e., mouthwash, bleach, detergent, aspirin, and nail polish)
2. Identify who to call when feeling ill

### Level 3: Interpret and Understand

1. Practice advanced skills to promote cleanliness and hygiene (wash clothing, clean surfaces, staying away from others who are sick, covering mouth/nose)
2. Demonstrate understanding of germs/germ safety and associated risks
3. Store and use protective gear to ensure safety and generalize knowledge about commonly used poisonous products to unfamiliar products (i.e., paint, gasoline, oil, turpentine)
4. Use portable devices to provide task analysis of novel tasks and reminders (i.e., alarm for medicine intake, bathroom use)

### Level 4: Apply and Generalize

1. Demonstrate understanding of healthy habits by generalizing steps in routines to novel situations or environments
2. Demonstrate understanding of germs/germ safety and associated risks
3. Demonstrate proper selection, use, storage, and disposal of various poisonous products (safety guidelines)
4. Independently create and use task analyses or reminders to ensure safe and healthy practices (input medicine reminders)
5. Exercises universal precautions
6. Demonstrate understanding of who or how to contact others in an emergency or when feeling ill

## Competency and Definition: Nutrition (IND-NUTRITION)

The student demonstrates understanding of proper nutrition in order to lead a healthy life

Workplace Readiness Skills:

### Level 1: Recognize and Recall

1. Differentiate between food items (food vs. non- food items)
2. Find menus of favorite restaurants on the internet
3. Sample a variety of healthy food choices

### Level 2: Identify and Comprehend

1. Identify food you need for health (fruit and vegetables vs. candy and chips)
2. Demonstrate knowledge of labels and vocabulary (reading or site words) related to healthy eating (vitamin, calorie, sugars, fat, and salt)
3. Identify nutritional information provided for select food on internet or on food labels (i.e., calories, fat, and saturated fat)
4. Identify a variety of preferred healthy foods

### Level 3: Interpret and Understand

1. Identify portion size and nutritionally balanced meals (i.e., Knowledge of food pyramid, ability to identify healthy portions, ability to develop daily menu)
2. Read labels to select healthy foods based on two to three key nutritional values
3. Compare and contrast nutritional information provided for select food on internet (i.e., calories, fat, saturated fat, vitamins, cholesterol, and salt)
4. Purchase preferred healthy food or share healthy food choices with persons purchasing food in household and teachers or cooks/clerks in school cafeteria

### Level 4: Apply and Generalize

1. Plan, prepare and consume at least two nutritionally balanced meals daily
2. Make selections based on labels and individualized health needs (high cholesterol- look for low salt content, overweight - look for low calorie or fat or high fiber values, maintaining health- look for foods with Vitamins and fiber)
3. Analyze differences in foods in terms of nutrition listed by researching food nutritional values on the internet
4. Use knowledge of healthy food preferences to prepare and cook meals