



The Department of Exceptional Children

Elementary Adaptive Functional Skills Curriculum ~ Pacing Guides

The Shelby County Schools, Department of Exceptional Children, **Elementary Functional and Adaptive Skills Curriculum Pacing Guides** are based upon various resources: Adaptive Living Skills Curriculum (ALSC) developed by Riverside Publishing, a subsidiary of Houghton Mifflin Harcourt; Brigance Inventory of Early Development; Handwriting without Tears Curriculum; Opening the World of Learning (OWL) Curriculum; Common Core State Standards; Functional Independence Skills Handbook – Assessment and Curriculum Manual, Pro-Ed; and the Newfoundland & Labrador Department of Education Functional Curriculum. This guide can help elementary students with moderate to severe disabilities gain the functional knowledge and skills necessary to go from school to productive work. This curriculum focuses on the academic and functional skills that are necessary for students with moderate to severe disabilities to live the most active, independent and productive lives possible.

This curriculum is not intended to completely separate students with moderate to severe disabilities from their same-aged peers that do not have disabilities. Every effort should be made to provide educational opportunities where all students are able to learn together. It is intended as a guide to plan for and teach each individual student. It should be used in conjunction with the student's Individualized Education Plan (IEP) and any other district level standards necessary for each student's achievement.

Procedures for Teachers

- ✓ Please verify that your classroom has the identified curricular and assessment materials for the class type that you teach. If you are missing any of the materials, please contact your Special Education Advisor immediately.
- ✓ Please review all of your students' current Individual Education Plans (IEPs) to identify their instructional objectives for the current year. This is a great time to find similar areas within the ALSC and FISH curriculums and match them to your students' IEPs.
- ✓ Complete pre-assessments on all students on your caseload using the identified assessments for your class type.
- ✓ Create classroom rules, utilizing the direction of your building administration.
- ✓ Teach school and classroom rules to students.
- ✓ To locate the Functional and Adaptive Skills Curriculum Pacing Guides, go to www.edugoodies.com/scs and select **SCS One Stop Shop → Adaptive and Functional Skills Pacing Guides**. Please use the guide designated for each nine weeks as well as the students' IEP goals and objectives to plan instruction during the specified reporting period.

Assessments and Curricular Materials by Class Types

This document is located at www.edugoodies.com/scs and select **SCS One Stop Shop → Assessments and Curricular Materials by Class Type**

Elementary Adaptive & Functional Skills Assessments & Curricular Materials

| Functional Skills | Assessments | Curricular Materials |
|-----------------------------------|---|---|
| | Checklist of Adaptive Living Skills (CALS) <u>Brigance</u> – Brigance Inventory of Early Development (Yellow) – <i>Curriculum Associates</i> Assessment of Basic Language and Learning Skills (ABLLS) – <i>Behaviors Analysts, Inc.</i> | <u>ALSC</u> – Adaptive Living Skills Curriculum (ALSC) – (Community Living Skills, Home Living Skills); <u>Early Literacy Skills Builder</u> ; <u>TouchMath</u> ; <u>Visual Essentials</u> – <i>Mayer Johnson</i> ; <u>HWT</u> – Handwriting Without Tears; |
| Adaptive Functional Skills | Functional Independent Skills Handbook (FISH) | <u>FISH</u> – Functional Independent Skills Handbook (FISH) – Curriculum Manual; <u>CCSS</u> – Common Core State Standards; <u>OWL</u> – Opening the World of Learning Curriculum |



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Problem Solving

Problem solving is the ability to identify and solve problems by applying appropriate skills systematically, involving three basic functions: seeking information; generating new knowledge; and making decisions. Illustrations are helpful in organizing data, manipulating information, and outlining the limits of a problem and its possible solution(s).

Students can use drawings to help them look at a problem from many different perspectives.

1. Understand the problem. Encourage students to frame a problem in their own words.
2. Describe any barriers. Students need to know what is creating the problem. Encourage them to verbalize (when possible) these impediments/barriers/constraints.
3. Identify various solutions. Students need to understand that they have many strategies available to them and that no single strategy will work for all problems. Here are some problem-solving possibilities: Create visual images; Guesstimate; Create a table; Use manipulatives; Work backward; Look for a pattern; Create a systematic list.
4. Try out a solution. It will be important for students to: keep accurate and up-to-date records of their thoughts, proceedings, and procedures; try to work through a selected strategy or combination of strategies until it becomes evident that it's not working, it needs to be modified, or it is yielding inappropriate data; monitor with great care the steps undertaken as part of a solution; and feel comfortable putting a problem aside for a period of time and tackling it at a later time.
5. Evaluate the results. Students have to have multiple opportunities to assess their own problem-solving skills and solutions they generate from using those skills. Ask students questions such as "How do you feel about your progress so far?" "Are you satisfied with the results you obtained?" and "Why do you believe this is an appropriate response to the problem?"

(The material presented under Problem Solving was retrieved from <https://www.teachervision.com/problem-solving/teaching-methods/48451.html> - TeacherVision "Problem Solving" excerpted from *The Complete Idiot's Guide to Success as a Teacher* © 2005 by Anthony D. Fredericks.)

Critical Thinking

- To purposefully and meaningfully promote critical thinking in instructional activities, here are some prompts/questions that can help you guide your students to higher-order thinking:

| Knowledge | Comprehension | Application | Analysis | Evaluation | Creation/Synthesis |
|---|--|--|---|--|---|
| <i>the ability to recall facts, opinions, and concepts</i> | <i>the ability to interpret information in one's own words</i> | <i>the ability to apply what is learned to a new situation</i> | <i>the ability to determine internal relationships</i> | <i>the ability to make judgements using criteria and standards</i> | <i>the ability to put facts together into a coherent whole, or creatively achieve a new understanding by linking facts together</i> |
| <ul style="list-style-type: none"> ⊙ What is ...? ⊙ When did ___ happen? ⊙ How would you explain ...? ⊙ Why did ...? ⊙ How would you describe ...? | <ul style="list-style-type: none"> ⊙ How would you compare ...? ⊙ Contrast ...? ⊙ Explain in your own words ...? ⊙ What facts or ideas show ...? ⊙ What evidence is there that ...? | <ul style="list-style-type: none"> ○ What examples can you find to ...? ○ How would you show your understanding of ...? ○ What approach would you use to ...? ○ What might have happened if ...? | <ul style="list-style-type: none"> ● What inference can you make from ...? ● How would you classify ...? ● How would you categorize ...? ● Can you identify the difference parts ...? | <ul style="list-style-type: none"> ● How would you compare ...? ● Which do you think is better ...? ● Evaluate contribution of ... to ...? ● What was the value or importance of ... in ...? ● What would you have recommended if you had been ...? | <ul style="list-style-type: none"> ○ What might have happened if ...? ○ Can you propose an alternative interpretation to that of ...? |

(The material in this chart was retrieved from <http://www.uccdoer.ie> - "How to Ask Questions that Prompt Critical Thinking" based on Bloom's Revised Taxonomy of Cognitive Processes.)



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Elementary Adaptive Functional Skills Curriculum ~ Pacing Guide (1st Nine Weeks)

| Adaptive Behavior Skills <i>Adaptive Behavior/Self Help</i> | Affective Skills <i>Pre-Vocational</i> | Cognitive Skills <i>Academic Readiness</i> | Sensorimotor Skills <i>Fine Motor/Gross Motor</i> | Social Skills <i>Social/Emotional Behavior</i> | Speech and Language <i>Communication</i> |
|--|--|--|---|--|---|
| <ul style="list-style-type: none"> Attend to an object or task Respond to nearby activities Hold objects in hand Point to or identify an object Discriminate between two items Identify associated objects Identify and use objects used for eating/drinking Use a napkin Set and clear a table Group items by food group Prepare food Identify menu items and use a menu Use basic table manners. Take off clothes (pants, shirt, shoes, socks, hat, gloves, etc.) Put on clothes (pants, shirt, shoes, socks, hat, gloves, etc.) Select matching clothes | <ul style="list-style-type: none"> Name various emotions Demonstrate humor Aware of needs of others Does not hurt self Does not hurt others Does not destroy property Does not display disruptive behavior Does not have unusual or repetitive habits Displays good social skills Does not exhibit withdrawal or inattention Is cooperative | <ul style="list-style-type: none"> Make eye contact with instructor Remain in activities Remain seated Visually follow object from side to side and from side to front Allow physical prompting Responds to name Place hands in lap when requested Perform motor (movement) imitation Work independently for 5 minutes Measure length Match object to object Match picture to picture Match picture to an object Match shapes Match colors Match letters Match written numbers to an object Match numbers Match by size | <ul style="list-style-type: none"> Respond to touch in a positive way Respond to sound Respond to visual stimulation Respond to taste Respond to smell Stand independently Walk independently Sit in a chair Reach for an object Pick up objects with hands Pick up objects with fingers Put an object in a container | <ul style="list-style-type: none"> Respond to parent / primary caregiver Respond to others Take turns Identify people in a group Name people "Listen" while a story is read Tell others the use of objects Share news item information Pass objects to others | <ul style="list-style-type: none"> Vocalize Imitate vocalizations (sounds) Imitate gestures (signs) Identify different sounds Appropriately respond to the word "no" Correctly imitate words Independently use single words Respond to one-step action requests |
| <ul style="list-style-type: none"> FISH Assessment and Curriculum pp. 39-73, 78-101 Assistive Technology Devices Technology: Interactive SmartBoard, iPad, and Computer Applications/Programs | <ul style="list-style-type: none"> FISH Assessment and Curriculum pp. 193-203 Assistive Technology Devices Technology: Interactive SmartBoard, iPad, and Computer Applications/Programs | <ul style="list-style-type: none"> FISH Assessment and Curriculum pp. 207-218, 222-231 Handwriting Without Tears – Get Set for School (green book) Early Literacy Skills Builder TouchMath Assistive Technology Devices Technology: Interactive SmartBoard, iPad, and Computer Programs | <ul style="list-style-type: none"> FISH Assessment and Curriculum pp. 285-292, 295-298 Assistive Technology Devices Technology: Interactive SmartBoard, iPad, and Computer Applications/Programs | <ul style="list-style-type: none"> FISH Assessment and Curriculum pp. 323-331 Assistive Technology Devices Technology: Interactive SmartBoard, iPad, and Computer Applications/Programs | <ul style="list-style-type: none"> FISH Assessment and Curriculum pp. 369-376 Assistive Technology Devices Technology: Interactive SmartBoard, iPad, and Computer Applications/Programs |
| <ul style="list-style-type: none"> 60 minutes daily | <ul style="list-style-type: none"> 60 minutes daily | <ul style="list-style-type: none"> 120 minutes daily | <ul style="list-style-type: none"> 60 minutes daily | <ul style="list-style-type: none"> 60 minutes daily | <ul style="list-style-type: none"> 60 minutes daily |



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Elementary Adaptive Functional Skills Curriculum ~ Pacing Guide (2nd Nine Weeks)

| Adaptive Behavior Skills <i>Adaptive Behavior/Self Help</i> | Affective Skills <i>Pre-Vocational</i> | Cognitive Skills <i>Academic Readiness</i> | Sensorimotor Skills <i>Fine Motor/Gross Motor</i> | Social Skills <i>Social/Emotional Behavior</i> | Speech and Language <i>Communication</i> |
|---|--|---|--|--|--|
| <ul style="list-style-type: none"> Wash and dry hands and face Distinguish between wet and dry Sit on toilet; Use toilet paper; Flush toilet Look in a mirror Blow and wipe nose Tolerate toothbrushing; Brush teeth Identify the difference between A.M. and P.M. | <ul style="list-style-type: none"> Name various emotions Demonstrate humor Aware of needs of others Does not hurt self Does not hurt others Does not destroy property Does not display disruptive behavior Does not have unusual or repetitive habits Displays good social skills Does not exhibit withdrawal or inattention Is cooperative | <ul style="list-style-type: none"> Identify shapes Identify colors Identify size Sequence Duplicate designs Sort shapes Sort by color Sort by size Identify body parts Identify numbers Identify letters Identify printed first and last name Responds to first and last name Repeat a counting sequence Count objects Copy shapes (draw) Copy letters (write) Copy printed words Name letters Print letters Write name and letters in cursive Name numbers | <ul style="list-style-type: none"> Stack blocks Scoop sand Use a pegboard Screw and unscrew a lid off a jar Put a puzzle together | <ul style="list-style-type: none"> Throw a ball into a receptacle Share with others Shoot a basketball Bowl Toss a beanbag Throw adhesive darts Play horseshoes Jump rope Play a board game Find a specific space on a bingo card Play bingo Play a simple card game Play a matching game Go fishing Recall a previous day's events Paint pictures | <ul style="list-style-type: none"> Understand plurals Identify items in the home Repeat a sentence Correctly use prepositions (i.e., in, on, under) Call at least one person by name Respond to two-step action requests Use two-word sentence (noun-verb) Articulate well |
| <ul style="list-style-type: none"> FISH Assessment and Curriculum pp. 105-108, 115-124, 127-130, 133 Assistive Technology Devices Technology: Interactive SmartBoard, iPad, and Computer Applications/Programs | <ul style="list-style-type: none"> FISH Assessment and Curriculum pp. 193-203 Assistive Technology Devices Technology: Interactive SmartBoard, iPad, and Computer Applications/Programs | <ul style="list-style-type: none"> FISH Assessment and Curriculum pp. 232-255 Handwriting Without Tears – Get Set for School (green book); Letters and Numbers for Me (orange book) Early Literacy Skills Builder TouchMath Assistive Technology Devices Technology: Interactive SmartBoard, iPad, and Computer Applications/Programs | <ul style="list-style-type: none"> FISH Assessment and Curriculum pp. 299-304 Assistive Technology Devices Technology: Interactive SmartBoard, iPad, and Computer Applications/Programs | <ul style="list-style-type: none"> FISH Assessment and Curriculum pp. 332-345, 349-350 Assistive Technology Devices Technology: Interactive SmartBoard, iPad, and Computer Applications/Programs Community Based Instruction | <ul style="list-style-type: none"> FISH Assessment and Curriculum pp. 377-384 Assistive Technology Devices Technology: Interactive SmartBoard, iPad, and Computer Applications/Programs |
| <ul style="list-style-type: none"> 60 minutes daily | <ul style="list-style-type: none"> 60 minutes daily | <ul style="list-style-type: none"> 120 minutes daily | <ul style="list-style-type: none"> 60 minutes daily | <ul style="list-style-type: none"> 60 minutes daily | <ul style="list-style-type: none"> 60 minutes daily |



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Elementary Adaptive Functional Skills Curriculum ~ Pacing Guide (3rd Nine Weeks)

| Adaptive Behavior Skills <i>Adaptive Behavior/Self Help</i> | Affective Skills <i>Pre-Vocational</i> | Cognitive Skills <i>Academic Readiness</i> | Sensorimotor Skills <i>Fine Motor/Gross Motor</i> | Social Skills <i>Social/Emotional Behavior</i> | Speech and Language <i>Communication</i> |
|--|--|---|---|---|---|
| <ul style="list-style-type: none"> Tell time by hours, half hours, etc. Tell time using a clock Accurately state own age Identify and repeat names of the days of the week Repeat names and name the months of the year Name the current year Fold clothes Sort laundry by color Clean up spills Identify possessions of others Measure liquids and dry ingredients Water plants | <ul style="list-style-type: none"> Name various emotions Demonstrate humor Aware of needs of others Does not hurt self Does not hurt others Does not destroy property Does not display disruptive behavior Does not have unusual or repetitive habits Displays good social skills Does not exhibit withdrawal or inattention Is cooperative | <ul style="list-style-type: none"> Do basic addition Do basic subtraction Do basic multiplication Do basic division Spell first and last names Spell simple words Recognize everyday words Recognize warning signs Recognize information signs Know letter sounds (phonics) | <ul style="list-style-type: none"> Turn a light on and off Kick a ball (basketball size) Roll a ball (basketball size) Catch a ball (basketball size) Bounce a ball to others Close a door Open a door Pedal a bicycle or tricycle Exercise in a group | <ul style="list-style-type: none"> Go to and observe and/or participate in a sporting event Demonstrate basic body rhythm Clap hands to a moderate beat Use modeling clay Control breathing, kick, and float in a pool | <ul style="list-style-type: none"> Understand the verb concept Respond to three-step action requests Respond to four-step action requests Respond to yes/no questions Speak in three-word sentence |
| <ul style="list-style-type: none"> FISH Assessment and Curriculum pp. 134-151, 158, 164, 166-168 Assistive Technology Devices Technology: Interactive SmartBoard, iPad, and Computer Applications/Programs | <ul style="list-style-type: none"> FISH Assessment and Curriculum pp. 193-203 Assistive Technology Devices Technology: Interactive SmartBoard, iPad, and Computer Applications/Programs | <ul style="list-style-type: none"> FISH Assessment and Curriculum pp. 256-265 Handwriting Without Tears – Get Set for School (green book); Letters and Numbers for Me (orange book) Early Literacy Skills Builder TouchMath Assistive Technology Devices Technology: Interactive SmartBoard, iPad, and Computer Applications/Programs | <ul style="list-style-type: none"> FISH Assessment and Curriculum pp. 305-314 Assistive Technology Devices | <ul style="list-style-type: none"> FISH Assessment and Curriculum pp. 351-355, 357-359 Assistive Technology Devices Technology: Interactive SmartBoard, iPad, and Computer Applications/Programs Community Based Instruction | <ul style="list-style-type: none"> FISH Assessment and Curriculum pp. 385-389 Assistive Technology Devices Technology: Interactive SmartBoard, iPad, and Computer Applications/Programs |
| <ul style="list-style-type: none"> 60 minutes daily | <ul style="list-style-type: none"> 60 minutes daily | <ul style="list-style-type: none"> 120 minutes daily | <ul style="list-style-type: none"> 60 minutes daily | <ul style="list-style-type: none"> 60 minutes daily | <ul style="list-style-type: none"> 60 minutes daily |



The Department of Exceptional Children

Elementary Adaptive Functional Skills Curriculum ~ Pacing Guide (4th Nine Weeks)

| Adaptive Behavior Skills <i>Adaptive Behavior/Self Help</i> | Affective Skills <i>Pre-Vocational</i> | Cognitive Skills <i>Academic Readiness</i> | Sensorimotor Skills <i>Fine Motor/Gross Motor</i> | Social Skills <i>Social/Emotional Behavior</i> | Speech and Language <i>Communication</i> |
|---|--|---|--|--|--|
| <ul style="list-style-type: none"> State name when asked State address when asked Go to a designated area as told Identify community signs Answer a telephone Identify coins and bills (money) Sort money by type Use money to make a purchase Use a radio/stereo Use a television Use an iPad/Computer/SmartBoard | <ul style="list-style-type: none"> Name various emotions Demonstrate humor Aware of needs of others Does not hurt self Does not hurt others Does not destroy property Does not display disruptive behavior Does not have unusual or repetitive habits Displays good social skills Does not exhibit withdrawal or inattention Is cooperative | <ul style="list-style-type: none"> Read 20 common words Read a full sentence Read the newspaper Answer yes/no questions about reading Answer general questions about reading and stories Discriminate left from right Identify adjectives Write and recite a telephone number Use a calculator Know opposites such as fast/slow, big/little Identify the seasons of the year Use a calendar | <ul style="list-style-type: none"> String beads Lace a string through a card Go up and down stairs Use scissors Use a seat belt | <ul style="list-style-type: none"> Use basic restaurant skills Play musical notes Participate in group discussions Perform interactive play with others Shake hands as appropriate | <ul style="list-style-type: none"> Use 20 or more words vocabulary Use 50 or more words vocabulary Use sentences with more than three words |
| <ul style="list-style-type: none"> FISH Assessment and Curriculum pp. 171-176, 178-190, 346 Assistive Technology Devices Technology: Interactive SmartBoard, iPad, and Computer Applications/Programs | <ul style="list-style-type: none"> FISH Assessment and Curriculum pp. 193-203 Assistive Technology Devices Technology: Interactive SmartBoard, iPad, and Computer Applications/Programs | <ul style="list-style-type: none"> FISH Assessment and Curriculum pp. 266-281 Handwriting Without Tears – Get Set for School (green book); Letters and Numbers for Me (orange book); My Printing Book (yellow book) Early Literacy Skills Builder TouchMath Assistive Technology Devices Technology: Interactive SmartBoard, iPad, and Computer Applications/Programs | <ul style="list-style-type: none"> FISH Assessment and Curriculum pp. 315-319 Assistive Technology Devices Technology: Interactive SmartBoard, iPad, and Computer Applications/Programs | <ul style="list-style-type: none"> FISH Assessment and Curriculum pp. 360, 362-366 Assistive Technology Devices Technology: Interactive SmartBoard, iPad, and Computer Applications/Programs Community Based Instruction | <ul style="list-style-type: none"> FISH Assessment and Curriculum pp. 390-392 Assistive Technology Devices Technology: Interactive SmartBoard, iPad, and Computer Applications/Programs |
| <ul style="list-style-type: none"> 60 minutes daily | <ul style="list-style-type: none"> 60 minutes daily | <ul style="list-style-type: none"> 120 minutes daily | <ul style="list-style-type: none"> 60 minutes daily | <ul style="list-style-type: none"> 60 minutes daily | <ul style="list-style-type: none"> 60 minutes daily |