

**2 ELECTIVES:**  
VOCATIONAL PREPARATION AND  
HEALTH, SAFETY & INDEPENDENT  
LIVING

Overview of Electives & Options for Assessment for  
Students with Significant Disabilities

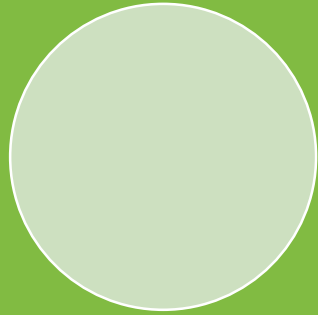
John B. Thomas, M.Ed.

# OBJECTIVES OF THE SEMINAR

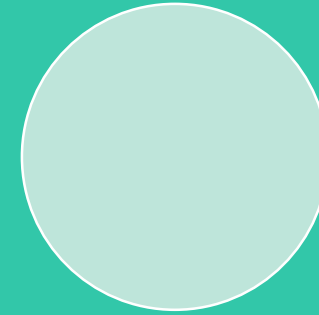
- Identify Meaningful Individualized Assessments specific to both courses
- Identify Curriculum Resources that address content of both courses
- Identify Best Teaching Practices to assure acquisition of skills for both courses
- Ideas for Lesson Planning – How to support skills in students with significant disabilities, How to break down and scaffold for individualized needs

# SKILLS

# ENVIRONMENTS



Communication  
Navigating Personal Choices  
Social Rules  
Self-Direction/Self-Management  
Community Access  
Self-Care



Employment  
Consumer Settings  
Recreation and Social Settings  
Maintaining Self and Home



**The Matrix for Post-Secondary Outcomes**

# SO, HOW DOES COURSEWORK FIT WITH BEST PRACTICE?

- 2 Electives Approved by North Carolina State Board of Education
  - **Health, Safety and Independent Living**  
[https://ec.ncpublicschools.gov/disability-resources/significant-cognitive-disabilities/nc-extended-content-standards/copy\\_of\\_HealthSafetyIndependentLivingProposed0817.pdf](https://ec.ncpublicschools.gov/disability-resources/significant-cognitive-disabilities/nc-extended-content-standards/copy_of_HealthSafetyIndependentLivingProposed0817.pdf)
  - **Vocational Preparation**  
<https://ec.ncpublicschools.gov/disability-resources/significant-cognitive-disabilities/nc-extended-content-standards/NewCourseElectiveVocationalTrainingStandards.pdf>
- Can be Repeated for 3-4 Years
- Courses that Provide Structure for [Community-Referenced Instruction](#)

# COURSE CODES

- Course codes can be found on this link:
- <https://ec.ncpublicschools.gov/disability-resources/significant-cognitive-disabilities/extended-content-standards-support-tools>

At the bottom of the page, you will see a link to course codes. Click on the link.

Click on 2019-20 Course Code Master List

The course codes can be found on lines 1736 and 1737 for the 2019-2020 school year.

# NC ELECTIVE: HEALTH, SAFETY AND INDEPENDENT LIVING

- **Meals**
  - **Self-care & First Aid**
  - **Financial Management**
  - **Household Organization**
  - **Clothing Management**
  - **Interpersonal Skills & Self-Management in the Home**
- Life Science Extended Content Standards
- Financial Management Extended Content Standards
- Daily Living Skills (LCE Transition Curriculum)

# NC ELECTIVE: VOCATIONAL TRAINING

- **Self-Advocacy**
- **Job-Seeking Skills**
- **Work Behaviors**
- **Interpersonal Skills**
- **Communication Skills**
- **Independent Functioning Skills**

• Underlined sections are available as single page assessments within the TTAP



# EXERCISE

- 1) What categories of skill do you see in the elective?
- 2) Do the skill areas of the elective fit with existing assessments that you use?
- 3) Do you need assessment ideas in specific areas?



# TWO TYPES OF INITIAL ASSESSMENTS

- Initial broad assessment of strengths, interests and needs based on student self-evaluation, parents' priorities and teacher evaluation – **Big Picture**
- Targeted assessment of specific skills in various areas
  - The Daily Living Checklist or the LCE Daily Living section represent an example of this type

**BOTH ARE NEEDED!**

# HOW DO WE EVEN BEGIN TO ADDRESS ALL THIS?

## Narrow the focus!

STEP 1: Start with parent-focused and student-focused prioritizing

- Transition Planning inventory, Clark & Patton, 2009
- Enderle-Severson Transition Rating Scales – Third Edition, Enderle & Severson, 2003
  - Both recommended by NTACTION – [Age Appropriate Transition Toolkit](#)
- COACH – Choosing Outcomes and Accommodations for Children, Giangreco, Cloninger and Iverson, 2011.

# COACH – GIANGRECO ET. AL.

- Not recommended by NTACTION
- Aims at significant cognitive disabilities
- Simplified forms to use in discussion with family –
  - Communication
  - Socialization
  - Personal Management
  - Leisure/Recreation
  - Academics
  - Home
  - School
  - Community
  - Vocational

# INTEREST & CAREER PLANNING ASSESSMENTS

- MECA – includes an interest indicator along with its work samples
- Onet provides detailed information on jobs. It will require guided assistance in looking at the skills necessary for a job
- YES – interest assessment
- RFII – Reading Free Interest Inventory
- Paws in Jobland for initial exploration of interests and jobs – recommended for age 14
- For detailed information, review the Age Appropriate Transition Toolkit,
  - [https://www.transitionta.org/system/files/resourcetrees/AgeAppropriateTransitionAssessmentToolkit2016\\_COMPLETE\\_11\\_21\\_16.pdf?file=1&type=node&id=1667](https://www.transitionta.org/system/files/resourcetrees/AgeAppropriateTransitionAssessmentToolkit2016_COMPLETE_11_21_16.pdf?file=1&type=node&id=1667)

# IN SUMMARY

**Narrow the focus of intervention  
to assure a student learns  
the most crucial foundation skills  
on which we can build other more complex skills**

**Scaffolding**

# COURSE STRUCTURES, ASSESSMENT SUPPORTS, CURRICULUM RESOURCES

- Narrow the focus of intervention to assure a student learns the most crucial foundation skills on which we can build other more complex skills (scaffolding)
- Assess the crucial areas of ability identified in the elective
- Use and design curriculum resources that assure that students with significant communication and social needs can demonstrate 'post-secondary' competencies identified in the elective
- Build evidence-based "best practice" instructional skills

## STEP 2

- How will we assess 'life skills' in a targeted manner?
- How do we break down assessment to match the electives?
- How do we narrow the focus of instruction for each student?
  - A school system will have to determine the required or suggested assessments for the electives

# WHAT ARE LIFE SKILLS? BESIDES A RIDICULOUSLY BIG CATEGORY....

- “Students with disabilities who exit high school with proficient life skills have better post-school outcomes” – (Roessler, Brolin and Johnson, 1990), Blackorby, Hancock and Siegel, 1993)

## Narrow the Focus:

- Independent (Daily) Living Skills – organization and self-care, budgeting, community purchases, hygiene, etc.
- Communication
- Self-Determination Skills – goal setting, decision making, self-advocacy
- Work and Community-related Skills



# NAVIGATING THIS BEHEMOTH WE CALL **LIFE SKILLS**

- Too many details in each area
- Too many areas

There are thousands of skills we could work on!

- ***We need simplified resources that help us target the core skills necessary for growth and development***
- An approach to targeting specific skills: LCE (LCCE) vs. checklists
- **\*\*Look at the one page Daily Living checklist**
- The Assessment of Functional Living Skills: 3 products – Vocational Skills, Community Skills and Independent Living Skills, each around \$40,  
<https://partingtonbehavioranalysts.com/pages/afls>

# WHAT **STUDENT FOCUSED PLANNING** MEANS FOR INSTRUCTION?

- Students involved in SFP are more likely to complete high school – “When students find their coursework to be relevant to their lives, they are more likely to continue in school.” – David Test
- Involving students in SFP promotes post secondary attendance and success (Cameto, Levine and Wager, 2004)
- Students learn goal setting and attainment through the planning process – Builds self-advocacy
- SFP provides repeated opportunities in developing independence

# SELF-ADVOCACY SELF-DETERMINATION STUDENT-FOCUSED PLANNING

- A specific target of curriculum content
- High Impact in predicting student success
- So what can I use to assess?

## **Good News!**

- Giangreco, Enderle-Severson and the TPI provide assessment of self-advocacy as a part of their use.

# OTHER LIFE SKILLS ASSESSMENTS ADDRESSING ADAPTIVE BEHAVIOR AND INDEPENDENT LIVING

- Brigance Life Skills Inventory; Brigance, 1994 - assessments across all areas
- **LCE – assessments across all areas**
- Independent Living Scales; Anderson, Loeb, 1996
- Scales of Independent Behavior – Revised; (SIB-R, Bruininks, Woodcock, Weatherman and Hill, 1996)
- Others are mentioned but these appear to be available in many school systems.

# OTHER RESOURCES RELEVANT TO THE ELECTIVES

- TTAP – specific one page assessments for:
  - Interpersonal Skills (Social)
  - Independent Functioning
  - Vocational Behavior
  - Communication
- Note that these are only available in the TTAP-CV, not the original evaluation (see bibliography)

# THE DREAM SHEET TEST & ASPEL

- The Dream Sheet

<https://transitionta.org/sites/default/files/dreamsheet.pdf>

- An accommodated Dream Sheet developed by Britney Roper, Cleveland County Schools, using Google Widget Symbols – provided in a PDF to support copyright
- <https://chrome.google.com/webstore/detail/readwrite-for-google-chro/inoeonmfapjbbkmdafoankkfajkcphgd>

**Show Roper's  
Dream Sheet**



ADAPTING THE DREAM SHEET  
8<sup>TH</sup> AND 9<sup>TH</sup> GRADERS

# ADAPTING THE DREAM SHEET 8<sup>TH</sup> AND 9<sup>TH</sup> GRADERS

## Student Dream Sheet (8<sup>th</sup> and 9<sup>th</sup>)

Student Name: \_\_\_\_\_ School: \_\_\_\_\_  
 Anticipated Date of Graduation: \_\_\_\_\_  
 Review Dates: \_\_\_\_\_  
 Teacher: \_\_\_\_\_

Please check these as the student/ parent completes		
<input type="checkbox"/> Social Security Card	<input type="checkbox"/> Driver's License/I.D.	<input type="checkbox"/> Checking/Savings Account
<input type="checkbox"/> Birth Certificate	<input type="checkbox"/> Guardianship	<input type="checkbox"/> Register to Vote
<input type="checkbox"/> Register for Draft		

The following questions will be used to assist in transition planning activities and to determine post-school goals.

1. Where do you want to live after you graduate? Circle your answer.



Apartment



Supervised Living



Family



Roommate

2. How will you continue learning after graduation? Circle your answer.



Leisure studies



Job Training



Military



College



Volunteer

3. What kind of job do you want while in high school? Circle your answer.



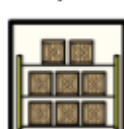
Indoor



Outdoor



In an office



Warehouse



# ADAPTING THE DREAM SHEET 10<sup>TH</sup>-12<sup>TH</sup> GRADERS

## Student Dream Sheet (10, 11, & 12th)

Student Name: \_\_\_\_\_ School: \_\_\_\_\_  
 Anticipated Date of Graduation: \_\_\_\_\_  
 Review Dates: \_\_\_\_\_  
 Teacher: \_\_\_\_\_

Please check these as the student/ parent completes

<input type="checkbox"/> Social Security Card	<input type="checkbox"/> Driver's License/I.D.	<input type="checkbox"/> Checking/Savings Account
<input type="checkbox"/> Birth Certificate	<input type="checkbox"/> Guardianship	<input type="checkbox"/> Register to <u>Vote</u>
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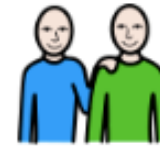
Apartment



Supervised Living



Family



Roommate

2. What skills do you have to maintain your living space? Circle your answer.



Cleaning



Maintenance



Yard work



Job



Shopping

Student Dream Sheet (10, 11, & 12th)

3. How do you intend to continue learning after graduation? (on the job training, military, 2 or 4 year college, ConneXions, Project Search etc.) Circle your answer.



Military



Volunteer

4. What kind of job do you want while in high school? Circle your answer.



Indoor



Outdoor



In an office



Warehouse

5. What kind of job would like to know more about? Circle your answer.



Grocery



Office



Automotive



Medical



Daycare



Retail



Cleaning

6. What kind of job would like to know more about? Circle your answer.



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