



PROVINCIAL OUTREACH PROGRAM FOR AUTISM AND RELATED DISORDERS

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EXCERPTS TAKEN FROM PRP FUNCTIONAL CURRICULUM SERIES

The PRP for Autism and Related Disorders' Functional Curriculum was designed to assist classroom teachers at the elementary and secondary level in providing a functional curriculum for students with autism and pervasive developmental disorders.

The set of 8 books covers functional curriculum assessment and data recording, functional academics, arts and crafts, self-help and lifeskills, community training, vocational and work experience, and curriculum for students with severe intellectual disabilities, and is available from the Provincial Outreach Program at a cost of \$100.00 for a printed copy, or \$140.00 on CD, plus shipping and handling.

CONTENTS OF PRP FUNCTIONAL CURRICULUM

BOOK 1 – ASSESSMENT AND DATA RECORDING:

Assessment Issues

Contains samples of how data is accumulated and analyzed using the forms included with the PRP Functional Curriculum as well as brief articles on Procedures for Teaching New Behaviours, Task Analysis, and Discrete Trial Format.

BOOK 2 - FUNCTIONAL ACADEMICS CURRICULUM - PART ONE:

Telling Time Program:

9 beginning levels

3 advanced levels

2 independence levels

Money Program:

15 levels ranging from matching coins to sorting values of bills

4 Independence levels ranging from counting combinations of coins and bills up to \$10.00, to giving sufficient amounts of money in bills and coins to cover various prices or totals

Functional Reading Program:

Level 1 - T.M.R. Words - 3 sets totalling 21 words

Level 2 - Wilson's Words - 4 sets totalling 107 words

Safety Signs & Symbols:

Set of 32 signs and symbols

Private Information Program:

Level A - gender I.D. - clothing and accessories

Level B - gender I.D. - noun and pronoun definitions

Level C - appropriate and inappropriate - clothing & activities

Level D - gender I.D. - body parts

Level E - private and public - places and activities

Personal Awareness Program:

5 levels ranging from Level 1 - basic writing and comprehension (name, address, phone number) to Level 5 - job application forms

Interviewing Program

Role play interview covering minimum of 20 questions

Cursive Writing Program

Tracing letters with gradual fade out

BOOK 3 - FUNCTIONAL ACADEMICS CURRICULUM - PART TWO:

Food Recognition (Shopping Skills) Program:

Set I - Basic Foods I (5 sub-sets totalling 81 words)

Set II - Basic Foods II (5 sub-sets totalling 75 words)

Set III - Non-food Items (5 sub-sets totalling 82 words)

Set IV - Basic Cooking Words (2 sub-sets totalling 39 words)

Menu Planning Program:

Level 1 - Teach Healthy Eating Rules

Level 2 - Breakfast menu

Level 3 - Lunch menu

Level 4 - Dinner menu

Level 5 - 2 day menu plan

Level 6 - 1 week menu plan

Level 7 - Preparing a shopping list from the 1 week menu plan

Functional Math (Calculator Program):

Level 1 - Calculator recognition and location of: + - = . C signs.

Level 2 - Matching cue cards to numbers and signs to calculator.

Level 3 - Calculator addition or subtraction of 1 digit numbers in horizontal and vertical style.

Level 4 - Calculator addition or subtraction of 2 digit numbers.

Level 5 - Calculator addition or subtraction of 3 or more digit numbers.

Level 6 - Add a series of numbers, random number of digits.

Level 7 - Teach \$ and ¢ signs, using cue cards.

Level 8 - Calculating costs of multiples of items, i.e. lbs, kgs or units

Level 9 - Calculator addition or subtraction of 3 or more digits using \$ and ¢ signs.

Level 10 - Add a series of numbers from a shopping list.

Level 11 - Subtract a total from a given sufficient amount of money.

Level 12 - Subtract a total from given sufficient and non-sufficient amounts of money.

BOOK 4 - ARTS AND CRAFTS CURRICULUM:

Fall Crafts:

Leaf Rubbing

Leaf Printing

String Pull Painting

Spatter Leaf

Leaf Collage

Tree Collage

Excerpts from PRP Functional Curriculum Series

Leaf Mosaic
Leaf Design
Falling Leaves
Leaf Wreath
Thanksgiving Turkey
Sponged Pumpkins
Fall Sponge Tree

Winter Crafts:

Bubble Wrap Snow
Assemble face
Body Assembly
Snowman Collage
Spatter Tree or Snowman
Winter Sponge Trees
Lacing Snowflakes
Cutting Snowflakes
Beaded Snowflakes
Christmas Stars

Spring Crafts:

Finger Painting
String Pull Painting
Spring Trees
Colourful Caterpillars
Foam Butterflies
Coffee Filter Butterflies
Positive/Negative Shamrocks
Rainbow Mobile
Earth Day
Sponge Easter Eggs
Easter Egg Mosaic
Easter Eggs

Spatter Halloween Shape
Jack - O - Lantern
Pumpkin Collage
Pointillism Pumpkins
Pumpkin Mosaic
Pumpkin Design

Star Santa Claus
Christmas Candle
Christmas Chains
Christmas Cookies
Pine Cone Tree
Sponge Valentines
Valentine Mosaic
Valentine Holder
Filly Valentine
Window Valentine

Blob Bugs
Lady Bug
Patterning
Mother's Day Card
Mother's Day Wreath
Father's Day Card
Business Card Holder
Rhythm Wand
Summer Collage
Sunflower
Tissue Flower
Tissue Sun

BOOK 5 - SELF-HELP AND LIFE SKILLS CURRICULUM:

Self-Help Skills Program:

Brushing teeth

Flossing teeth
Washing hand and face
Cleaning ears
Combing hair
Showering
Bathing
Applying deodorant

Life Skills Program:

Clearing table
Cleaning table
Washing dishes - by hand
Drying dishes - by hand
Washing dishes - regular dishwasher
Washing dishes - restaurant sterilizer
Sweeping floors
Vacuuming

Domestic Skills Program:

Cutting
Turning water on and off
Using can opener
Spreading
Stirring, mixing and blending

Care Labelling Program:

7 sets totalling 27 signs

Ironing Program:

Level 1 - Preparation for ironing
Level 2 - General ironing
 a) setting iron
 b) preparing article
 c) ironing
 d) how to recognize "wrinkle free"
Level 3 - Ironing pants - dress and casual
Level 4 - Ironing long sleeve button shirts

Shaving

Wiping after a bowel movement
Changing a pad
Applying skin lotion
Clipping finger and toe nails
Shoe tying - level 1 lacing
Shoe tying - level 2 bow tying

Dusting
Sorting laundry
Operating washer
Operating dryer
Folding shirts
Folding pants
Making bed
Changing bed

Washing food
Turning stove elements on and off
Filling pot with water
Reheating in the microwave
Grinding coffee

Excerpts from PRP Functional Curriculum Series

Use of Telephone Program:

- Level 1 - role play phoning
- Level 2 - using pay phone in community
- Level 3 - answering phone
- Level 4 - using telephone directory

BOOK 6 - COMMUNITY TRAINING CURRICULUM:

Community Mobility Program:

Broken down into 7 steps

Street Crossing Program:

- Level 1 - Crossing at crosswalk
- Level 2 - Crossing at traffic lights

Identification of Stores, Buildings Program:

3 Levels of 13 steps each

In-store Info, Signs Program:

Recognition of 22 signs

Product Location Program:

Based on the first three sets of the Food Recognition Program (Functional Academics-Part 2)

Shopping Program:

- Level 1 - Grocery shopping
- Level 2 - Purchasing personal items

Post Office Program:

- Level 1 - Mailing a letter at the Post Office
- Level 2 - Mailing a letter at a mailbox

Restaurant Program:

- Level 1 - Role playing
- Level 2 - Sit-down restaurant
- Level 3 - Take-out restaurant
- Level 4 - Cafeteria-style restaurant

Banking Program:

- Level A - Filling out deposit slips
- Level B - Filling out withdrawal slips
- Level C - Deposit transactions
- Level D - Withdrawal transactions
- Level E - Filling out cheques

Public Transit Training Program:

- Level I - Knowledge of public transit systems and understanding of trip planning
- Level II - Supervised bus travel
- Level III - Independent bus travel

BOOK 7 - VOCATIONAL AND WORK EXPERIENCE CURRICULUM:

Vocational Program:

- | | |
|-------------------------------------|--------------------------------------|
| Count & Bag - 3 levels | Matching to Template |
| Match-to Sample - 4 levels | Remove Lid and Sort (film canisters) |
| Bagging - 4 levels | Count and Bag (5 key jig) |
| Folding - 4 levels | Count and Bag (poker chips) |
| Following Supervisor's Instructions | Place Setting |
| Match to size and bag | Folding flyers |
| Count and Bag (cutlery) | |

Work Experience Program:

General

- | | |
|------------------------------------|-------------------------------------|
| Social Communication with Employer | Following Supervisor's Instructions |
|------------------------------------|-------------------------------------|

Assembly and Manufacturing Tasks

Box Assembly

Domestic Tasks

- | | |
|------------------------------------|--------------------------------|
| Cleaning Cafeteria Tables | Household Recycling - Blue Box |
| Cleaning - Washroom | Kitchen Cleaning |
| Cleaning Windows With Paper Towels | Mopping Floors |
| Cleaning Windows With Squeegee | Sweeping |
| Cleaning Windows/Mirrors | |

Farm Work Tasks

- | | |
|-----------------|---|
| Cleaning Stalls | Greenhouse (Removing String from Plant Wires) |
| Egg Collecting | Removing Soiled Shavings from Horse Stalls |

Excerpts from PRP Functional Curriculum Series

Food Service Tasks

Fast Food Restaurant - Cleaning Tables
Fast Food Restaurant - Grilling Filet-O-Fish
Sandwich
Fast Food Restaurant - Varying Tasks
Kitchen - Loading Sanitizer
Kitchen - Unloading Sanitizer

Kitchen - Preparing Vegetables
Restaurant - Busboy
Restaurant - Kitchen Helper
Restaurant - Setting Dining Room Table
Restaurant - Washing Dishes
Restaurant - Washing Shelves

Office Tasks

Cleaning - Emptying Waste Paper Baskets
Library - Shelving Books
Photocopying

Recycling - Emptying Paper Shredder
Recycling - Shredding Paper
Watering Plants

Outdoor Maintenance Tasks

Bagging Leaves
Cleaning Parking Lot
Cleaning Picnic Tables
Emptying Garbage Cans
Litter Cleanup

Mowing Grass (Power)
Raking Leaves
Sweeping Sidewalks
Weeding

Outdoor Service Tasks

Delivering Flyers
Delivering Papers

Dog Walking
Dog Walking (SPCA)

Retail Tasks

Bakery - Coating Cinnamon Buns and Strudel
Bakery - Greasing Pans
Bakery - Packaging Bread
Feed & Supply Store - Bagging Birdseed
Feed & Supply Store - Taping Bags of Birdseed
Feed & Supply Store - Weighing
Florist Shop - Watering Plants
Food Bank - Bagging Tea Bags
Laundromat - Cleaning Machines
Pet Shop - Cleaning Mouse Cages
Pet Shop/Bird Sanctuary - Feeding Birds
Pet Shop/Bird Sanctuary - Filling Bird Feeders

Pet Shop - Replacing Water in Bottles
Pumping Gas
Recycling Depot - Recycling Cardboard
Recycling Depot - Recycling Glass
Recycling Depot - Recycling Metal and Aluminum
Recycling Depot - Recycling Newspapers
Recycling Depot - Sorting Materials
Retail Store - Cleaning Stockroom
Retail Store - Stocking Shelves
Shopping For Seniors
Travel Agency - Labelling/Sorting Travel Brochures

BOOK 8: CURRICULUM FOR STUDENTS WITH SEVERE INTELLECTUAL DISABILITIES:

Street Crossing - Modified

Item Identification - Modified

Food Recognition - Modified

Clothing Identification - Modified

Body Part Identification - Modified

Vocational/Fine Motor Skills - Modified:

Count and Bag
Match-to-Sample
Bagging
Placemat Setting Match-to Sample

TELLING TIME PROGRAM

OBJECTIVE: To have the students learn to tell time using a variety of clocks, including digital notation, and to understand all concepts involved in telling time including o'clock, half past, quarter after, quarter to, and all minutes before and after the hour.

MATERIALS:

Level 1: Twelve 3" x 3" cue cards printed on same colour tag board preferably laminated to prevent tearing. Print one number with dark felt pen on each card. e.g.

Levels 2, 3, 4, 5, 7, 8, 9; Advanced Levels 1, 2, 3:

Use sturdy (metal or wooden) clock with easily moveable hands.

Numbers should be prominent with distinctive marks between 5 minute segments (especially important for Advanced Levels 1, 2, 3).



LEVELS: The Telling Time Program consists of the following levels:

BEGINNING LEVELS:

1. Identification of numbers from 1 - 12.
2. O'clock.
3. O'clock and half past.
4. O'clock, half past and quarter after.
5. O'clock, half past, quarter after and quarter to.
6. Counting by 5's to 60.
7. Telling time by 5's - after hour only.
8. Telling time by 5's - before hour only.
9. Telling time by 5's - both before and after hour.

ADVANCED LEVELS:

1. Individual minutes after.
2. Individual minutes before.
3. All time concepts - before and after.

INDEPENDENCE LEVELS:

1. Digital notation reading times and set clock.
2. Variety of clocks and settings.

TEACHING INSTRUCTIONS:

1. Get all materials prepared.
2. Check previous day's work for appropriate level or step.
3. Do oral work on appropriate level using cue cards and/or clock.
4. Mark data appropriately. R = Recognition, C = Comprehension, Y = correct, 0 = incorrect.

R	Y
C	Y

- correct response

R	0
C	0

- incorrect response

R	Y
C	0

- correct response

Note: For data recording both R & C must be correct to count as one correct response

CRITERIA FOR CHANGE: 3 consecutive sessions at 90% accuracy

MONEY PROGRAM

OBJECTIVE: To have the student independently identify various coins, understand their values and be able to utilize and count a variety of coins and bills.

MATERIALS:

1. Various amounts of pennies, nickels, dimes, quarters, loonies, toonies, and bills.
2. Money box.
3. Dishes/bins for sorting.
4. Cue cards 1" x 2.5" appropriately labelled (per level).

LEVELS: The Money Program consists of the following levels:

1. Matching coins.
2. Sorting coins.
3. Sorting coins to cent value labels.
4. Selecting coin to match cent value label.
5. Receptive response to verbal coin name.
6. Money box - single match.
7. Money box - multi match.
8. Value of coins.
9. Counting by 1's, 5's, 10's & 25's using pennies, nickels, dimes and quarters.
10. Counting coins 1¢ to 25¢
11. Counting coins 26¢ to 50¢.
12. Counting coins 51¢ to 75¢.
13. Counting coins 76¢ to \$1.00.
14. Counting coins \$1.00 to \$2.00.
15. Sufficient (but not exact) amounts of coins up to \$2.00.
16. Sorting and value of bills.

Independence Levels:

17. Counting combinations of coins and bills up to \$10.00.
18. Counting bills and coins up to \$20.00.
19. Counting bills and coins up to \$50.00.
20. Giving sufficient (but not exact) amounts of money in bills and coins to cover various prices or totals.

TEACHING INSTRUCTIONS: See individual data sheets.

CRITERIA FOR CHANGE:

- | | |
|-----------------|-------------------------------|
| Levels 1 - 9: | 3 consecutive sessions at 90% |
| Levels 10 - 16: | 3 consecutive trials at 100% |
| Levels 17 - 20: | 3 consecutive sessions at 90% |

SAMPLES FROM PRP FUNCTIONAL CURRICULUM

MONEY PROGRAM - LEVEL 10 - COUNTING COINS 1¢ TO 25¢

<p>Teaching Instructions: Note: Generally it is advised to start counting the largest coin first. 1. Pre-test each money set, i.e. Count X¢ using: a, b, c, d, e. 2. If student gets all 5 correct on pre-test move on to next set and pre-test. 3. Teach all sub-sets each day. Mark "M" (maintenance) and do one trial for those sub-sets answered correctly on the pre-test or acquired to criteria. Teach 3 or more trials of sub-sets answered incorrectly on pre-test. Criteria - 3 consecutive trials at 100%. 4. Post-test. 5. Re-teach if necessary or go on to next step. Criteria for change: 3 consecutive trials at 100%</p> <p>1. Counts 1¢ using: 25. Counts 25¢ using: a) 1 p a) 5 n b) 5 p b) 7 n, 4 p c) 3 p, 1 n c) 2 n, 1 d, 5 p d) 2 p, 1 d d) 1 d, 2 n, 8 p e) 2 p, 1 d, 1 q e) 2 d, 2 n, 7 p, 1 q</p>	DATE & INITIAL	SET	SUB-SET					CRIT. MET? Y/N
			a	b	c	d	e	

MONEY PROGRAM - LEVEL 15 - SUFFICIENT (BUT NOT EXACT) AMOUNTS OF COINS UP TO \$2

<p>Teaching Instructions: Materials: 5 pennies, 5 nickels, 5 dimes, 4 quarters, 1 loonie 1. Student will be told price of purchase. He/she will hand sufficient coins to cover purchase and will wait for change. 2. Use steps 1 - 41. Once criteria is met on step, move on to next. Teach as many trials as needed to reach criteria on each step. Criteria for change: 3 consecutive trials at 100% per step in one session.</p>										
STEP #	PURCHASE IS:	STUDENT HAS:	DATE & INITIAL	STEP	TRIAL RESULTS					CRIT. MET? Y/N
					1	2	3	4	5	
1	2¢	1p, 1n, 1d, 1q								
2	5¢	2p, 1d, 1q								
3	7¢	1p, 1n, 3d								
4	10¢	4p, 1n, 2q								

MONEY PROGRAM - LEVEL 17 - COUNTING COMBINATIONS OF BILLS & COINS UP TO \$10

<p>Teaching Instructions: Materials: One \$5.00 bill, \$8.00 in change (2 toonies, 2 loonies, 4 quarters, 6 dimes, 6 nickels and 10 pennies) 1. Student will correctly identify 10 printed amounts of money and correctly count said amounts from his supply of bills and coins. 2. 10 questions per section done daily. R = recognition of amount, V = value of amount Criteria for change: 3 consecutive sessions at 90%</p>					SECTION 1	SECTION 2	SECTION 3	SECTION 4	
					1 \$ 1.12	1 \$ 2.50	1 \$ 2.25	1 \$ 2.68	
					2 1.50	2 3.25	2 3.14	2 3.75	
					3 2.00	3 4.15	3 7.95	3 4.50	
					4 2.15	4 5.35	4 6.40	4 8.90	
					5 3.45	5 1.18	5 3.19	5 9.45	
					6 6.15	6 2.12	6 5.29	6 2.87	
					7 4.50	7 7.95	7 6.48	7 4.39	
DATE & INITIAL	#	SECTION 1		SECTION 2		SECTION 3		SECTION 4	
		R	V	R	V	R	V	R	V
	1								
	2								
	3								

MONEY PROGRAM - LEVEL 20 - GIVING SUFFICIENT AMOUNTS TO COVER VARIOUS TOTALS

<p>Teaching Instructions: Materials: Three \$5.00 bills, two \$10.00 bills, one \$20.00 bill, \$11.70 in change (3 toonies, 4 loonies, 4 quarters, 4 dimes, 5 nickels and 5 pennies) 1. Student will correctly identify 10 printed amounts of money and give the correct though not exact amount of bills and coins to cover the cost of a specific item. 2. Student will wait for change to be handed to him or her. 3. 5 questions per section done daily. R = recognition of amount, V = value of amount Criteria for change: 3 consecutive sessions at 90%</p>										
SET	STUDENT IS GIVEN	PAYS	DATE & INITIAL	SET	SUB-SET					CRIT. MET? Y/N
					a	b	c	d	e	
1	a) 3 p, 1 n, 1 d, 1 q, 3 l	\$ 1.49								
	b) 2 p, 2 n, 1 d, 3 q, 1 l, 2t	1.99								
	c) 1 p, 3 n, 1 d, 1 q, 2 l, 1t, 2 \$5	4.57								
	d) 3 p, 4 n, 3 d, 1 q, 2 l, 1 \$5, 2 \$10	7.89								
	e) 1 p, 1 n, 2 d, 2 q, 3 l, 1 \$10, 1 \$20	14.33								

FUNCTIONAL READING PROGRAM

OBJECTIVES: To have the student identify and comprehend common functional reading words found in the community.

MATERIALS:

1. Word flashcards printed on 1½" x 7" same colour laminated tag board.
2. List of sample recognition and comprehension questions.
3. Pre-test/post-test recording sheet.
4. Raw data recording sheet.

LEVELS:

Level 1 T.M.R. Words - 3 sets (21 words):
 Set 1 - 7 words
 Set 2 - 6 words
 Set 3 - 8 words

Level 2 Wilson's Words - 4 sets (107 words):
 Set 1 - 27 words
 Set 2 - 27 words
 Set 3 - 27 words
 Set 4 - 26 words

TEACHING INSTRUCTIONS: See individual face sheets.
 Data taking - Use data sheet as below:

WORD		DATE & INITIAL	1	2	3	R = Recognition, C = Comprehension
Boys	R	June 9/92	Y	Y	0	
	C		0	Y	Y	C Y 7 correct response
Girls	R		Y	0	Y	R 0 7 incorrect response
	C		Y	Y	Y	C 0 7 incorrect response
Men	R		Y	Y	0	R Y 7 correct response
	C		Y	0	Y	C 0 7 incorrect response

Note: For data recording both R & C must be correct to count as one correct response

CRITERIA FOR CHANGE: 3 consecutive sessions at 100% with no prompts.

SAMPLES FROM PRP FUNCTIONAL CURRICULUM

FUNCTIONAL READING PROGRAM - LEVEL 1 - T.M.R. WORDS

<p>Teaching Instructions:</p> <ol style="list-style-type: none"> 1. Pre-test all 21 words, R = Recognition, C = Comprehension. ** 2. Ask the student "What does this say?" (R) and "What does it mean?" (C). See sample list of questions. 3. Indicate all results in the pre-test column of the pre/post-test recording sheet. 4. Teach all unknown words to criteria using Discrete Trial Format. 5. Record all correct or prompted responses for both recognition and comprehension. 6. When the student has reached criteria on any word (3 sessions of 3 trials at 100% correct response), record the date of acquisition on the pre-post test sheet in the date acquired column. A correct response indicates Y/Y for both recognition and comprehension. 7. When the student has learned all 21 words to criteria, post-test all 21 words acquired and record the results in the post-test column. 8. If any words are forgotten reteach those words then do a second post-test. ** if student fails to complete most or all of T.M.R. words in Set 1 <u>do not</u> continue post-test but treat all 21 words as 3 individual sets. 	WORD		PRE-TEST		
		R	C		
	SET ONE (1)				
	1. Restrooms				
	2. Boys				
	3. Girls				
	4. Men				
5. Women					

FUNCTIONAL READING PROGRAM - LEVEL 2 - WILSON'S WORDS

<p>Teaching Instructions:</p> <ol style="list-style-type: none"> 1. Pre-test each of 27 words, R = Recognition, C = Comprehension. 2. Ask the student "What does this say?" (R) and "What does it mean?" (C). 3. Indicate all results in the pre-test column of this sheet. 4. Teach all unknown words to criteria using Discrete Trial Format. 5. Record all data on the raw data sheet. 6. When the student has reached criteria on any word (3 sessions of 3 trials at 100% correct response) record the date of acquisition in the date acquired column of the pre/post recording sheet. 7. When the student has learned all 27 words to criteria, post-test all words acquired and record the results in the post-test column. 8. If any words are forgotten, reteach those words, then do a second post-test. 9. Follow the above procedures for Sets 2 (27 words), 3 (27 words), and 4 (26 words) of Wilson's Functional Reading. 	SET 1 - 27 WORDS		PRE-TEST		
		R	C		
	Adults Only				
	Entrance				
	Men				
	Post Office				
	Beware of Dog				
	Exit				
	Next (window, gate)				

SAFETY SIGNS AND SYMBOLS PROGRAM

OBJECTIVES: Students will learn to correctly identify and understand common safety signs and symbols found in the community.

MATERIALS:

1. Set of 32 signs and symbols preferably laminated to prevent tearing (see ordering information attached).
2. List of sample comprehension questions.
3. Pre-test/post-test recording sheet.
4. Raw data recording sheet.

PRE-TEST/POST-TEST INSTRUCTIONS:

1. Pre-test all signs, number 1-32.
2. Record all results in the pre-test column of the pre-test/post-test recording sheet. Record correct for both recognition (R) and comprehension (C).
3. Teach all unknown signs.

TEACHING INSTRUCTIONS:

1. Materials: Set of 32 signs and symbols.
List of sample comprehension questions.
2. Teacher discusses each sign with student using sample questions.
3. Data taking - Use data sheet as below.

SIGN		DATE & INITIAL	1	2	3
Men	R	June 9/92	✓	✓	0
	C		0	✓	✓
Walk	R		✓	0	✓
	C		✓	✓	✓
Exit	R		✓	✓	0
	C		✓	0	✓

R	✓	← correct response
C	✓	← correct response
<hr/>		
R	0	← incorrect response
C	0	← incorrect response
<hr/>		
R	✓	← correct response
C	0	← incorrect response

R = Recognition, C = Comprehension

Note: For data recording both R& C must be correct to count as one correct response

CRITERIA FOR CHANGE: 3 consecutive sessions at 100% correct response - no prompts

PRIVATE INFORMATION PROGRAM

The Private Information Program is an academic program taught in the classroom.

The long term objective of the program is to enable the student to recognize and comprehend the private information words and phrases.

The short term objective is for the student to acquire 100% in each section.

Description

The Private Information Program is designed to familiarize the student with various aspects of gender identification, pronoun definitions, private and public places and activities, appropriate and inappropriate clothing and activities and body parts.

Level A consists of a number of flash cards with words on them such as lipstick, whiskers, hairy chest, and purse. The student is to read the word, define it and categorize it as male or female.

Level B is similar but the words are mainly nouns and pronouns such as aunt, uncle, wife, husband, his, hers, etc.

Level C's title cards are appropriate and inappropriate. The words on the flash cards are things like undressing in front of a window, socks matching, bathing suit in a restaurant, body odour, etc.

Level D is gender differentiation with the flash card words being various body parts.

Level E concentrates on teaching public vs. private locations and activities. The words are printed on flash cards and the student is required to identify what is a private activity done by yourself and what is a public activity shared with a variety of people. For example, one showers alone but shares the change room in the gymnasium. One closes the door of the toilet stall in a public facility but also closes the door to the bathroom in one's own house.

PERSONAL AWARENESS PROGRAM

The Personal Awareness Program is an academic program taught independently in the classroom.

The long term objective is to enable the student to independently write a "Personal Resume" and complete a job application form.

The short term objective is for the student to acquire 100% of each individual level in the program.

Description

The Personal Awareness Program consists of five levels. Level One works on basic writing and comprehension skills (name, address, phone number). In each successive level a new skill is taught until Level Five where the student is completing job application forms (see following).

SAMPLES FROM PRP FUNCTIONAL CURRICULUM

PERSONAL AWARENESS PROGRAM - LEVEL 1 WORKSHEET

<div style="border: 1px solid black; width: 80%; margin: 0 auto; text-align: center; padding: 5px;">ADDRESS</div> <p>Address </p> <p>ADDRESS: _____</p> <p>_____</p> <p style="text-align: center;">Address</p>	<p>Signature: _____</p> <p style="text-align: center;">SIGNATURE</p> <p>Signature _____</p> <p>SIGN HERE X _____</p>
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PERSONAL AWARENESS PROGRAM - LEVEL 2 WORKSHEET

<p>Birthdate: _____ Age: _____</p> <p>Name: _____ Sex: F M</p> <p>_____ Phone: _____</p> <p>Signature _____</p> <p>Address: _____</p> <p>_____</p> <p style="text-align: center;">Education Received At</p> <p>_____</p> <p style="text-align: center;">Work Experience/Training</p>	<p>Name: _____ Age: _____</p> <p style="text-align: center;">Birthdate: _____</p> <p>_____</p> <p>Address _____</p> <p>Education: _____</p> <p>Signature: _____</p> <p>_____</p> <p style="text-align: center;">Education Received At</p> <p>Sex: F M</p>
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SAMPLES FROM PRP FUNCTIONAL CURRICULUM

PERSONAL AWARENESS PROGRAM - LEVEL 4A WORKSHEET

PLEASE PRINT			
SURNAME _____	GIVEN NAME _____	INITIAL _____	
AGE: _____	BIRTHDATE: _____	DAY _____	MONTH _____ YEAR _____
SEX: M F	(PLEASE CIRCLE ONE)		
PERMANENT HOME ADDRESS: _____			
APT. NUMBER _____		ADDRESS _____	
PHONE NUMBER _____	CITY _____	PROVINCE _____	
MOTHER'S NAME: _____		BIRTHDATE: _____	
FATHER'S NAME: _____		BIRTHDATE: _____	
EDUCATION GRADE LEVEL (CIRCLE): 7 8 9 10 11 12 OR OTHER _____			
EDUCATION RECEIVED AT: _____			
ADDRESS _____		PHONE _____	
INTERESTS: _____			
SKILLS: _____			
SIGNATURE: _____			
DO NOT WRITE IN THIS SPACE (FOR OFFICE USE ONLY)			

PERSONAL AWARENESS PROGRAM - LEVEL 5B WORKSHEET

Application For Employment		Date: _____
PERSONAL		
Name _____	Last _____	First _____ Middle Initial _____
Present Address _____		
No. _____	Street _____	City _____ Province _____ Code _____
Telephone No. _____		
Job(s) applied for 1. _____		Rate of pay expected \$ _____ per _____
2. _____		Rate of pay expected \$ _____ per _____
How did you learn of this opening? _____		
Do you want to work <input type="checkbox"/> Full-Time or <input type="checkbox"/> Part-Time. Specify days and hours if part-time _____		

FOOD RECOGNITION PROGRAM BASIC FOOD GROUPS

OBJECTIVES: To have the student successfully identify a variety of food items in both/either written and/or picture form and identify the specific food groups they belong to (see basic food group set descriptions).

MATERIALS:

1. Pictures of fruits, vegetables, dairy products, meats, bread and cereal products, etc. as per the list. Cut pictures from grocery store flyers or magazines such as Good Housekeeping, Canadian Living, Family Circle, Women's Day etc. and paste onto 3" x 5" index cards. Or order Food Picture sets (Basic set of 50 common foods for \$7.00, Expanded set of an additional 120 foods for \$15.00) from the British Columbia Dairy Council (604) 294-3775, fax: (604) 294-8199. Laminate cards to prevent tearing.
2. Words printed in upper case on 1½" by 7" strips of same colour bristol board laminated to prevent tearing.
3. Pre/post test recording sheet.
4. Raw data recording sheet.

LEVELS: The Basic Foods Program consists of the following:

SET 1 - Basic Foods I (5 sub-sets totalling 81 words)

- A. Fruit - consisting of 16 words
- B. Vegetable - consisting of 24 words
- C. Meat Products - consisting of 16 words
- D. Dairy Products - consisting of 11 words
- E. Breads and Cereals - consisting of 14 words

SET 2 - Basic Foods II (5 sub-sets totalling 75 words)

- A. Snacks - consisting of 18 words
- B. Fast Foods - consisting of 12 words
- C. Beverages - consisting of 8 words
- D. Sauces & Dressings - consisting of 14 words
- E. Baking Ingredients - consisting of 23 words

SET 3 - Non-Food Items (5 sub-sets totalling 83 words)

- A. Personal Care Products - consisting of 21 words
- B. Household Hardware - consisting of 15 words
- C. Paper Products - consisting of 10 words
- D. Soaps & Cleaners - consisting of 11 words
- E. Cooking Utensils - consisting of 26 words

SET 4 - Basic Cooking Words (2 sub-sets totalling 39 words)

- A. Abbreviations - consisting of 9 words
- B. Cooking Words - consisting of 30 words

TEACHING INSTRUCTIONS:

1. Pre-test two or more sub-sets.
2. Select 5 unknown words from any of the sub-sets pre-tested.
3. Complete 3-5 trials per word per session. Record all correct or prompted responses for both recognition = R (identify food correctly) and comprehension = C (identify which food group it belongs to).
4. Criteria for change for any word is 3 sessions at 100% correct response with no prompts.
5. Indicate date of acquisition on pre-test then add a new unknown word.
6. When all the words are acquired, post-test sub-set. Reteach any unknown words. Continue until fully acquired.

CRITERIA FOR CHANGE TO NEXT LEVEL:

3 sessions at 100% accuracy with 0 prompts (no verbal or physical assistance to give the correct answer)

SAMPLES FROM PRP FUNCTIONAL CURRICULUM

FOOD RECOGNITION PROGRAM - SET 1 - BASIC FOODS 1

<p>Teaching Instructions:</p> <ol style="list-style-type: none"> Pre-test two or more sub-sets. Select 5 unknown words from any of the sub-sets pre-tested. Complete 3-5 trials per word per session. Record all correct or prompted responses for both recognition = R (identify food correctly) and comprehension = C (identify which food group it belongs to). Criteria for change for any word is 3 sessions at 100% correct response with no prompts. Indicate date of acquisition on pre-test then add a new unknown word. When all the words are acquired, post-test sub-set. Reteach any unknown words. Continue until fully acquired. <p>TOTAL - 81 WORDS</p>	A - FRUIT (16 words)		PRE	DATE ACQUIRED	POST	DATE ACQUIRED
	R	C			R	C
	apple					
	orange					
	banana					
	pear					
	peach					
	grape					
	cantaloupe					
	watermelon					

FOOD RECOGNITION PROGRAM - SET 2 - BASIC FOODS 2

<p>Teaching Instructions:</p> <ol style="list-style-type: none"> Pre-test two or more sub-sets. Select 5 unknown words from any of the sub-sets pre-tested. Complete 3-5 trials per word per session. Record all correct or prompted responses for both recognition = R (identify food correctly) and comprehension = C (identify which food group it belongs to). Criteria for change for any word is 3 sessions at 100% correct response with no prompts. Indicate date of acquisition on pre-test then add a new unknown word. When all the words are acquired, post-test sub-set. Reteach any unknown words. Continue until fully acquired. <p>TOTAL - 75 WORDS</p>	A - SNACKS (18 words)		PRE	DATE ACQUIRED	POST	DATE ACQUIRED
	R	C			R	C
	popcorn					
	peanuts					
	chips					
	cookies					
	cake					
	crackers					
	raisins					
	jello					

FOOD RECOGNITION PROGRAM - SET 3 - NON-FOOD ITEMS

<p>Teaching Instructions:</p> <ol style="list-style-type: none"> Pre-test two or more sub-sets. Select 5 unknown words from any of the sub-sets pre-tested. Complete 3-5 trials per word per session. Record all correct or prompted responses for both recognition = R (identify food correctly) and comprehension = C (identify which food group it belongs to). Criteria for change for any word is 3 sessions at 100% correct response with no prompts. Indicate date of acquisition on pre-test then add a new unknown word. When all the words are acquired, post-test sub-set. Reteach any unknown words. Continue until fully acquired. <p>TOTAL - 83 WORDS</p>	A - PERSONAL CARE PRODUCTS (21 words)		PRE	DATE ACQUIRED	OST	DATE ACQUIRED
	R	C			R	C
	skin lotion					
	hair conditioner					
	sun tan lotion					
	razor blades					
	tooth paste					
	deodorant					
	band-aid					
	toothbrush					

FOOD RECOGNITION PROGRAM - SET 4 - BASIC COOKING WORDS

<p>Teaching Instructions:</p> <ol style="list-style-type: none"> Pre-test two or more sub-sets. Select 5 unknown words from any of the sub-sets pre-tested. Complete 3-5 trials per word per session. Record all correct or prompted responses for both recognition = R (identify food correctly) and comprehension = C (identify which food group it belongs to). Criteria for change for any word is 3 sessions at 100% correct response with no prompts. Indicate date of acquisition on pre-test then add a new unknown word. When all the words are acquired, post-test sub-set. Reteach any unknown words. Continue until fully acquired. <p>TOTAL - 39 WORDS</p>	A - ABBREVIATIONS (9 words)		PRE	DATE ACQUIRED	POST	DATE ACQUIRED
	R	C			R	C
	1 tsp = 5 ml.					
	1 Tbsp = 15 ml.					
	C.					
	L.					
	Min.					
	Hrs.					
	Pkg.					
	Kg.					

FUNCTIONAL MATH (CALCULATOR) PROGRAM

OBJECTIVE: To have the student acquire a number of prerequisite skills to successfully utilize a calculator to assist in general and grocery shopping.

MATERIALS:

1. For Levels 1, 2 and 7, 1" x 2.5" same colour bristol board cue cards (laminated to prevent tearing).
2. Large buttoned, clearly labelled calculator.
3. For Levels 10, 11 and 12, grocery store flyers.
4. Appropriate worksheets.
5. Raw data recording sheets.

LEVELS: The Functional Math (Calculator) Program consists of the following levels:

1. Calculator recognition and location of: + - = . C signs.
2. Matching cue cards to numbers and signs to calculator.
3. Calculator addition or subtraction of 1 digit numbers in horizontal and vertical style.
4. Calculator addition or subtraction of 2 digit numbers.
5. Calculator addition or subtraction of 3 or more digit numbers.
6. Add a series of numbers, random number of digits.
7. Teach \$ and ¢ signs, using cue cards.
8. Calculating costs of multiples of items, i.e. lbs, kgs or units
9. Calculator addition or subtraction of 3 or more digits using \$ and ¢ signs.
10. Add a series of numbers from a shopping list.
11. Subtract a total from a given sufficient amount of money.
12. Subtract a total from given sufficient and non-sufficient amounts of money.

TEACHING INSTRUCTIONS:

See individual data sheets. Teach trial using Discrete Trial Format. (R) indicates recognition, (C) indicates comprehension.

CRITERIA FOR CHANGE:

3 consecutive sessions at 100% correct response for both recognition and comprehension - no prompts.

SAMPLES FROM PRP FUNCTIONAL CURRICULUM

FUNCTIONAL MATH PROGRAM - LEVEL 3 WORKSHEET

DATE:	DATE:	DATE:
$4 + 3 =$	$2 + 6 =$	$3 - 2 =$
$6 - 2 =$	$5 + 8 =$	$7 - 5 =$
$8 - 5 =$	$8 - 1 =$	$3 + 9 =$

FUNCTIONAL MATH PROGRAM - LEVEL 4 WORKSHEET

DATE:	DATE:	DATE:
$20 - 12 =$	$15 + 10 =$	$72 - 43 =$
$78 - 34 =$	$75 - 50 =$	$70 + 21 =$
$45 + 23 =$	$99 - 10 =$	$83 - 29 =$

FUNCTIONAL MATH PROGRAM - LEVEL 5 WORKSHEET

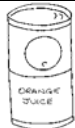


DATE:			
1.	2.	3.	4.
$\begin{array}{r} 105 \\ + 620 \\ \hline \end{array}$	$\begin{array}{r} 632 \\ + 357 \\ \hline \end{array}$	$\begin{array}{r} 829 \\ + 153 \\ \hline \end{array}$	$\begin{array}{r} 254 \\ + 325 \\ \hline \end{array}$
=	=	=	=
5.	6.	7.	8.
$\begin{array}{r} 723 \\ + 254 \\ \hline \end{array}$	$\begin{array}{r} 612 \\ + 386 \\ \hline \end{array}$	$\begin{array}{r} 523 \\ + 465 \\ \hline \end{array}$	$\begin{array}{r} 374 \\ + 425 \\ \hline \end{array}$
=	=	=	=

FUNCTIONAL MATH PROGRAM - LEVEL 6 WORKSHEET

DATE:				
$\begin{array}{r} 39 \\ + 22 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ 28 \\ 10 \\ + 15 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ 6 \\ 24 \\ + 521 \\ \hline \end{array}$	$\begin{array}{r} 365 \\ + 217 \\ \hline \end{array}$
$\begin{array}{r} 732 \\ + 186 \\ \hline \end{array}$	$\begin{array}{r} 328 \\ 26 \\ + 250 \\ \hline \end{array}$	$\begin{array}{r} 462 \\ + 16 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ 43 \\ + 219 \\ \hline \end{array}$	$\begin{array}{r} 375 \\ + 157 \\ \hline \end{array}$

SAMPLES FROM PRP FUNCTIONAL CURRICULUM

FUNCTIONAL MATH PROGRAM - LEVEL 8 WORKSHEET

DATE:		✓/P
	Frozen Orange Juice \$1.09 per can	1 can Frozen Orange Juice costs 3 cans Frozen Orange Juice cost: $3 \times \underline{\hspace{2cm}} =$ Total Price
	White Bread 89¢ per loaf	1 loaf White Bread costs 2 loaves White Bread cost: $2 \times \underline{\hspace{2cm}} =$ Total Price
	Canned Corn 53¢ per can	1 can Corn costs 6 cans Corn cost: $6 \times \underline{\hspace{2cm}} =$ Total Price

FUNCTIONAL MATH PROGRAM - LEVEL 9 WORKSHEET

DATE:					
$\$ \begin{array}{r} 3.25 \\ + 5.67 \\ \hline \end{array}$	$\$ \begin{array}{r} 8.52 \\ - .49 \\ \hline \end{array}$	$\$ \begin{array}{r} 6.54 \\ - 6.45 \\ \hline \end{array}$	$\$ \begin{array}{r} 92.7 \\ + 8.9 \\ \hline \end{array}$	$\$ \begin{array}{r} 4.16 \\ + 9.52 \\ \hline \end{array}$	$\$ \begin{array}{r} 2.85 \\ - 1.56 \\ \hline \end{array}$
$\$2.59 - .47 =$			$\$.68 + 1.68 =$		
$\$ 5.02 + 6.12 =$			$\$ 4.11 - 4.01 =$		
$\$.45 + 1.24 =$			$\$ 5.20 - 2.10 =$		

FUNCTIONAL MATH PROGRAM - LEVEL 10 WORKSHEET

Teaching Instructions:

1. Get corresponding flyer and calculator.
2. Find appropriate item in flyer, locate price and record in appropriate column (unit price).
3. Complete calculations.

DATE:

HOW MANY	ITEM	UNIT PRICE	TOTAL
3 kg	Fresh Frying Chicken		
4 kg	Roast		
2 pkg.	Parkay Margarine		

VOCATIONAL AND WORK EXPERIENCE TRAINING

The Vocational and Work Experience Program was developed to provide our students with job training in real work environments which consist primarily of non-handicapped employees.

Initially, all students in the program are taught a variety of vocational tasks frequently encountered in work environments. These, in combination with the skills acquired through our Functional Academics, Life-Skills, and Domestic Skills Programs, provide the students with experience in real work settings which would otherwise not be available to them. Students are given the opportunity to take part in as many different placements as possible, and some of these have been so successful that the student was asked to return as a paid employee upon graduation from the school program.

On-site vocational training methods are similar to those used to teach the vocational tasks taught in the classroom. Initially, the work experience trainer will meet with the employer at the work site, discuss the nature of our students and thoroughly assess the work situation to determine what specific work skills the student will require to complete the job to industry standards.

SAMPLES FROM PRP FUNCTIONAL CURRICULUM

VOCATIONAL PROGRAM FOLDING - RAW DATA RECORDING SHEET

Teaching Instructions:

Skills being taught: Left to Right sequence, Fold and staple, Stuff envelopes.

Materials: 8½ x 11 paper, template, stapler, envelopes, and bin.

Instruction - Set up materials in left to right order

Do 5 consecutive trials of each level. Record data as follows: enter initials, enter date, enter level, record correct (C) and error (E) responses per trial, record total time at end of each session, calculate total correct (C) and errors (E) at end of each session. Errors are Manager prompts to fix improper placement or student fails to fold or staple correctly. "What is next?" or prompts to work faster or return to work are NOT task errors.

Reinforcement: Lots of verbal reinforcements in Level 1 and slowly phase out in later levels.

Criteria for change: 5 consecutive sessions at 90% correct response. When accuracy criteria is reached, begin working on increasing the number completed.

Cardboard template wider than paper and one third the height of paper

PROGRAM SEQUENCE	PROCEDURE	CORRECT	ERROR
LEVEL 1 Present student with paper and template if needed.	<ol style="list-style-type: none"> 1. Take 1 sheet from stack of paper 2. Fold bottom to top of template 3. Fold top to bottom of template 4. Remove template and stack folded sheet to right and repeat 	Count 1 point for each correctly folded sheet, total possible = 1	Count 1 error per sheet for incorrect folding or manager prompt, total possible = 1
LEVEL 2 Present student with paper. NO TEMPLATE	<ol style="list-style-type: none"> 1. Take sheet from stack of paper 2. Fold sheet with two folds 3. Place in pile to right and repeat 	Count 1 point for each correctly folded sheet, total possible = 1	Count 1 error per sheet for incorrect folding or manager prompt, total possible = 1
LEVEL 3 Present student with paper and stapler.	<ol style="list-style-type: none"> 1. Take sheet from stack of paper 2. Fold sheet with two folds 3. Place open edge into stapler 4. Staple in centre near open edge 5. Place in pile to right and repeat 	Count 1 point for each correctly folded and stapled sheet, total possible = 1	Count 1 error per sheet for incorrect folding stapling, or manager prompt, total possible = 1
LEVEL 4 Present student with paper, stapler, envelopes, and an empty bin.	<ol style="list-style-type: none"> 1. Repeat Level 3 through step 4. 2. Take sheet from stapler. 3. Take envelope from stack. 4. Insert sheet in envelope. 5. Fold flap into envelope 6. Put in bin. and repeat 	Count 1 point for each correctly folded and stapled sheet inserted in envelope and put in bin, total possible = 1	Count 1 error per sheet for incorrect folding, stapling, or manager prompt, total possible = 1

Level _____	Level _____	Level _____	Level _____	Level _____
Initial _____	Initial _____	Initial _____	Initial _____	Initial _____
C _____ E _____	C _____ E _____	C _____ E _____	C _____ E _____	C _____ E _____
Time _____	Time _____	Time _____	Time _____	Time _____
Date _____	Date _____	Date _____	Date _____	Date _____
C	E	C	E	C

CURRICULUM FOR STUDENTS WITH SEVERE INTELLECTUAL DISABILITIES

This Modified Curriculum was designed to provide students with severe intellectual disabilities with a functional curriculum that addresses the student's long term needs and emphasizes the acquisition of skills that ensure the student's independence to the greatest degree possible.

Areas of skill development taught include street crossing, item identification, utensil identification, clothing identification, body part identification, food recognition, and vocational and fine motor skills development.

The information contained in the following pages provides an in depth description of each segment of the Curriculum for Students with Severe Intellectual Disabilities. Descriptions of each program include short and long term goals and objectives for the students as well as samples of individual data recording sheets

SAMPLES FROM PRP FUNCTIONAL CURRICULUM

STREET CROSSING MODIFIED - CROSSING AT SIDEWALK

Teaching Instructions:

1. Give verbal and physical prompts as required.
2. Indicate whether directive required and/or total number of prompts
3. Record data on three different locations.
4. Criteria for change: 3 sessions at 100% correct response - 3 trials per session.

STEP	DATE & INITIAL	1	2	3	DATE & INITIAL	1	2	3	DATE & INITIAL	1	2	3
1. stops at corner												
2. waits for staff instructions												
3. crosses street only when supervisor says "safe to cross"												

ITEM IDENTIFICATION MODIFIED

Teaching Instructions:

1. Instructor sits facing student.
2. Select 2-3 unknown items from the pre-test to teach. Use the actual items and continually change the layout.
3. Teach each of the selected items 5 times per session using Discrete Trial Format. **Instructor can either place the items in front of student and ask him/her to "Give me the _____" or "Pick up the _____", or hold the item in front of him/her and ask "What is this?" (for those students who are verbal).** Prompt immediately for incorrect or no response.
4. Record all correct (Y) or prompted (P) responses for recognition.
5. When the student has learned all items to criteria (4 separate sessions at 90% correct with no prompts), complete the post-test and record the results in the post-test column.
6. If any items are forgotten, re-teach those items according to steps 1-4.

Note: add any other items specifically relevant to the student's life

Item	Date of Session & Staff Initial		Trial					C/T	Item	Date of Session & Staff Initial		Trial					C/T
			1	2	3	4	5					1	2	3	4	5	
toothbrush	1								1								
	2								2								
	3								3								
	4								4								

SAMPLES FROM PRP FUNCTIONAL CURRICULUM

FOOD RECOGNITION MODIFIED PROGRAM

Teaching Instructions:

1. Instructor sits facing student.
2. Select 2-3 unknown food items to teach. Use photographs or plastic models and continually change the layout of the items.
3. Teach each of the selected food items 5 times per session using Discrete Trial Format. **Instructor can either place the food items in front of student and ask him/her to "give me the ____" or "Pick up the ____", or hold the food item in front of him/her and ask "What is this?" (for those students who are verbal).** Prompt immediately for incorrect or no response.
4. Record all correct (Y) or prompted (P) responses for recognition.
5. When the student has learned all food items to criteria, complete the post-test and record the results in the post-test column.
6. If any food items are forgotten, re-teach those items according to steps 1-4.

Food Item	Date of Session & Staff Initial		Trial					C/T	Food Item	Date of Session & Staff Initial		Trial					C/T
			1	2	3	4	5					1	2	3	4	5	
toast	1								1								
	2								2								

VOCATIONAL/FINE MOTOR SKILLS MODIFIED PROGRAM - COUNT AND BAG

Teaching Instructions:

1. Wooden jig made from 2x2" wood with holes for 5 to 10 screws. Each screw is to be placed in a hole beginning at the left. Pick up screws from left to right and place them in bags, then in a bin.
 2. How to mark:
 - 1 point for putting screws in.
 - 1 point for putting screws in the bag (left-right)
 - 1 point for putting bag in the bin.
- Remember to emphasize left-right sequencing not only in the work related task but in the manner in which you set up your work station.
 - Use small bins or bags that are easily opened for collect the nails.
 - Take data to chart progress and learning: enter date, initials; record correct (C) and error (E) responses per trial; record total time and calculate total correct (C) and errors (E) at the end of each session.

Date _____	Date _____	Date _____	Date _____	Date _____
Initials _____	Initials _____	Initials _____	Initials _____	Initials _____
C _____	C _____	C _____	C _____	C _____
E _____	E _____	E _____	E _____	E _____
Time _____	Time _____	Time _____	Time _____	Time _____
C	E	C	E	C

VOCATIONAL/FINE MOTOR SKILLS MODIFIED - PLACEMAT SETTING MATCH-TO-SAMPLE

Teaching Instructions:

1. Bin with knife, fork, spoon, plate, and glass or cup. Laminated placemat cue sheet or placemat jig.
2. Student must place (match-to-sample) each item (in any order) on the marked outline of the individual item(s) on the template.
3. Total points possible equal 5.
 - Remember to use physical, verbal and gestural prompts to ensure accuracy.
 - Use the phrase "fix it" along with the appropriate level of prompts as required.
 - Take data to chart progress and learning: enter date, initials; record correct (C) and error (E) responses per trial; record total time and calculate total correct (C) and errors (E) at the end of each session.

Date _____	Date _____	Date _____	Date _____	Date _____
Initials _____	Initials _____	Initials _____	Initials _____	Initials _____
C _____	C _____	C _____	C _____	C _____
E _____	E _____	E _____	E _____	E _____
Time _____	Time _____	Time _____	Time _____	Time _____
C	E	C	E	C