

## **GOAL AREA: CGHS Transition Goals**

### **Annual Goal Numbers: 1 – 66**

**Objective Numbers are listed below each annual goal.**

#### **Content Strand: Career Education**

- 1) The student will explore a variety of career options.
  1. The student will job shadow 3 businesses of interest.
  2. The student will participate in 2 volunteer work experiences
  3. The student will interview workers in a career area of interest.
  4. The student will complete the CIS and discuss the results with a transition specialist.
  5. The student will investigate training requirements for career opportunities.
- 2) The student will identify post-secondary education options.
  1. The student will take appropriate aptitude and placement tests such the SAT, ACT, ASVAB.
  2. The student will research post-secondary facilities which he/she wants to attend.
  3. The student will obtain applications to post-secondary facilities.
  4. The student will visit a post-secondary facility.
- 3) The student will develop an appropriate plan to achieve vocational goals as measured by a completed plan.
  1. Identify skill requirements of appropriate and desirable jobs.
  2. Make realistic occupational choices.
  3. Describe how skills developed in school relate to employment.
  4. Identify criteria he/she would use in selecting an occupation, e.g. salary, type of environment, kind of responsibilities.
  5. Use a variety of methods, e.g., job shadowing, internship, community job placement, volunteerism.
  6. Select a vocational goal.
  7. List steps in achieving the vocational goal.
- 4) The student will complete job applications and interview for jobs \_\_\_\_\_ out of \_\_\_\_\_ opportunities as measured by \_\_\_\_\_ (evaluation tool).
  1. Identify appropriate job application procedures.
  2. Collect personal data to be utilized for a job application to meet I-9 regulation, i.e., birth certificate, social security card, photo I.D.
  3. Complete a real or simulated job application, both paper and on-line applications..
  4. Complete a formal resume
  5. Identify appropriate interview behaviors (dress appropriately, arrive punctually, sit and speak appropriately, etc.)
  6. Schedule interview by telephone or personal contact.
  7. Obtain transportation to and from the interview.
  8. Demonstrate confidence and proficiency in job interview situations.
  9. Inquire about employment benefits (medical/dental insurance, retirement, etc.).
  10. Complete a real or simulated job interview.
  11. Voluntarily follow through by contacting employer when appropriate.
  12. Complete W-4 form, with assistance if needed.
  13. Complete insurance forms.

**5)** The student will analyze and explore his/her characteristics related to personal, educational and career planning as measured by \_\_\_\_\_ (evaluation tool).

1. Evaluate interests, abilities, and skills.
2. Reflect and draw conclusions from individual assessment processes.
3. Identify personal, educational, and work goals.
4. Relate abilities and desires to a specific job. e.g., directing others, working alone, having specific responsibilities.
5. Relate needs to specific occupational environment.
6. Describe the characteristics of occupations consistent with interests.
7. Identify one or more occupations/jobs that is interesting to pursue.
8. Describe ways that an occupation relates to future goals.
9. Identify personal and social needs met through work.
10. Identify status needs met through work, e.g., respect, role within community.

**6)** The student will research, analyze and explore career options as measured by \_\_\_\_\_ (evaluation tool).

1. Use a variety of resources, including electronic media to explore career information and options.
2. Describe the jobs associated with a selected career cluster.
3. Obtain specific information about jobs of interest e.g., qualifications, salary, age requirements.
4. Describe entry-level skills associated within a given career cluster.
5. Describe higher level work skills associated within a given career cluster.
6. Describe differences and employment opportunities in varying localities.
7. Describe training requirements and wages relating to common job classifications.
8. Use a variety of methods, e.g., job shadowing, internship, community job placement, etc. to explore career options.
9. Assess career opportunities, e.g., employment, industry and economic trends; working conditions, benefits and opportunities for change and growth.
10. State whether identified jobs are commensurate with abilities, interests, physical and psychological needs.

### **Content Strand: Basic Job Skills/Attitudes**

**12)** The student will demonstrate 3 coping strategies that help prevent him/her from feeling overwhelmed by school and/or job responsibilities.

**13)** The student will demonstrate self-control strategies that increase think time before reacting verbally and/or physically in a stressful work situation.

**14)** Given a menu of 10 important basic work skills covered in work experience evaluations, the student will demonstrate these skills in the work setting.

**15)** The student will demonstrate appropriate social skills to initiate friendships within the job environment.

1. The student will initiate conversation with adults.
2. The student will be able to maintain conversation.

3. The student will introduce other people.
4. The student will be able to accept constructive criticism.
5. The student will be able to maintain eye contact when communicating with an adult.
6. The student will be able to develop positive peer relationships and exhibit cooperative behaviors while working in a group.
7. The student will use appropriate language during social interactions.
8. The student will give and receive compliments.
9. The student will apologize when appropriate.
10. The student will demonstrate appropriate listening skills.

**16)** The student will apply the principles of effective communication when giving and receiving information (speaking, writing, reading, listening) \_\_\_\_\_ out of \_\_\_\_\_ opportunities as measured by \_\_\_\_\_ (evaluation tool).

1. Select and use communication methods that are appropriate and effective for an identified situation, purpose, and audience.
2. Communicate information clearly and effectively by speaking and/or writing to fit an identified situation.
3. Receive information accurately by listening and checking for understanding.
4. Use technology to enhance and deliver written, spoken, visual and multi-media communications.
5. Speak clearly, give directions and relay information.
6. Demonstrate telephone etiquette.
7. Write clearly and accurately, e.g. letters, memoranda, forms, instructions brief descriptive accounts.
8. Listen actively and ask for clarification when necessary.
9. Use computers to process and communicate information.
10. Notify employer in advance of a planned absence.
11. Promptly notify employer in event of emergency absence.

**17)** The student will demonstrate appropriate communication/social skills at the work site with \_\_\_\_\_ out of \_\_\_\_\_ opportunities as measured by \_\_\_\_\_ (evaluation tool).

1. Greet people.
2. Demonstrate attention to others appropriately.
3. Ask for assistance appropriately.
4. Contact supervisor only when necessary.
5. Follow directions, request clarification as necessary.
6. Cooperate with others as necessary to complete works.
7. Interact with co-workers without diminishing productivity.
8. Cooperate with group procedures and directions.
9. Accept supervision.
10. Seek assistance on the job for problem solving.
11. Wait appropriately for assistance.
12. Accept appropriate level of assistance.
13. Use please and thank you with request for assistance.
14. Indicate what type of assistance is needed.
15. Anticipate need for assistance by monitoring environment.
16. Accept compliments.
17. Accept criticism from others.
18. Accept responsibility for mistakes.
19. Attempt new tasks.
20. Discriminate between public and private places/items/actions.

21. Provide positive/appropriate reinforcement to others.
22. Respond appropriately to negative behavior of others.
23. Reject inappropriate behavior/proximity of others.
24. Respond to relevant social cues.
25. Offer assistance to others.
26. State lack of knowledge.
27. Make eye contact.
28. Shake hands on introduction.
29. Introduce self and others.

**18)** The student will plan, organize and complete assigned tasks appropriately in the workplace with \_\_\_\_\_ percent/frequency as measured by \_\_\_\_\_ (work evaluation form, checklist, employer report, observation, etc.).

1. Describe steps in tasks to be completed.
2. Ask for clarification before proceeding with a task.
3. Complete regularly assigned work tasks.
4. Complete tasks based on one oral direction
5. Complete tasks based on multiple oral directions.
6. Complete task based on one written direction.
7. Complete tasks based on multiple written directions.
8. Perform tasks with supervision.
9. Perform tasks without supervision.
10. Maintain work station in good order.

**19)** The student will meet supervisor's criteria for quality of work with \_\_\_\_\_ percent/frequency as measured by \_\_\_\_\_ (evaluation tool).

1. Identify/state criteria for acceptable performance.
2. Perform tasks at an acceptable rate and or condition.
3. Check work for acceptable performance.
4. Maintain a high level of performance.
5. Work until the task is completed or it is time to quit.
6. Use time and resources productively and efficiently.

**20)** The student will transport self to and from work appropriately and effectively \_\_\_\_\_ percent of the time as measured by \_\_\_\_\_ (evaluation tool).

1. Demonstrate pedestrian safety in the community by observing and obeying signs.
2. Demonstrate appropriate behaviors during a bus trip.
3. Obtain bus pass.
4. Present bus pass to driver.
5. Identify correct change and pay the bus driver.
6. Carry and maintain money and ID.
7. Carry emergency phone numbers and information.
8. Carry bus route, bus numbers and bus transfer information.
9. Transfer busses independently.
10. Identify a contact person if a problem arises.
11. Plan the bus trip and ride a bus independently to and from work.

**21)** The student will demonstrate health issues within the workplace by maintaining employer's standards for safety and hygiene at \_\_\_\_\_ percent/frequency as measured by \_\_\_\_\_ (evaluation tool).

1. Dress appropriately for work tasks.

2. Meet employer's standards for cleanliness.
3. Use materials, tools, equipment properly and safely.
4. Follow safety and hygiene rules.
5. Keep work area clean.
6. Avoid substances or activities during and prior to work period that can diminish job performance and jeopardize safety.

**22)** The student will demonstrate acceptable grooming within the workplace by maintaining employer's standards for grooming at \_\_\_\_\_ percent/frequency as measured by \_\_\_\_\_ (evaluation tool).

1. Identify appropriate/inappropriate dress for in-school work.
2. Identify appropriate/inappropriate dress for the workplace.
3. Dress appropriately for work tasks.
4. Meet employer's standards for grooming and cleanliness.

**23)** The student will demonstrate appropriate work habits and behaviors at the work site with \_\_\_\_\_ percent/frequency as measured by \_\_\_\_\_ (evaluation tool).

1. Report to and remain in work area.
2. Gather materials/supplies.
3. Set up work area.
4. Begin work independently.
5. Identify the work supervisor to go to for help.
6. Keep work area clean and organized.
7. Recognize and avoid hazards.
8. Demonstrate stamina and work endurance by staying on task.
9. Adapt to changes in routine.
10. Use good judgment and demonstrate problem solving skills.
11. Indicate completion.
12. Check work for quality.
13. Meet demands for quality work.
14. Acknowledge and correct mistakes.
15. Eat at assigned time and with appropriate manners.
16. Use restrooms appropriately.
17. Act and manage self appropriately during break time.

**24)** The student will apply decision making and problem solving techniques in workplace situations with \_\_\_\_\_ percent/frequency as measured by \_\_\_\_\_ (evaluation tool).

1. Make decisions and select alternatives for a given situation.
2. Consult with appropriate person.
3. Identify problem and seek solutions.
4. Identify alternatives.
5. Identify cause and effect relationships to solve problems.
6. Evaluate consequences of alternatives.
7. Use problem solving strategies to reach solutions to a work related problem.
8. Develop a plan.
9. Use the chosen strategies (plan) to resolve the work-related problem.
10. Evaluate results.
11. Demonstrate problem solving skills.

**25)** The student will demonstrate effective teamwork \_\_\_\_\_ out of \_\_\_\_\_ opportunities as measured by \_\_\_\_\_ (evaluation tool).

1. Identify roles in a team and behaviors that contribute to team effectiveness.
2. Explain how teams work.
3. Recognize effects of individual differences.
4. Contribute positively to the success of a team project.
5. Interact cooperatively, courteously and professionally with others.
6. Demonstrate effective team skills e.g. negotiation, compromise, consensus building, conflict management, decision making and goal setting).
7. Cooperate with others as necessary to complete work.
8. Cooperate with group procedures and directions.
9. Demonstrate consideration for individual differences of team members.
10. Use strategies for problem solving within the team.

### **Content Strand: Self-Advocacy**

- 27) The student will demonstrate self-advocacy skills in dealing with a variety of people and situations.
1. The student will independently seek assistance as needed, from school staff/work supervisors.
  2. The student will actively participate in an IEP.
  3. The student will determine individual legal needs.
- 28) The student will demonstrate an awareness of the accommodations needed to be successful after completion of high school.
1. The student will identify helpful accommodations in the post-high school workplace/educational setting.
  2. The student will explain needed accommodations in the IEP meeting.
  3. The student will practice requesting accommodations in simulated situations.
  4. The student will independently request accommodations from high school staff/employers.

### **Content Strand: Social Skills**

- 29) The student will improve attention level and reduce distractibility
1. The student will work independently, without being reminded to stay on task.
  2. The student will pay attention to detail.
  3. The student will monitor work for careless mistakes.
- 30) The student will reduce impulsive behavior and demonstrate self-control.
1. The student will react appropriately to failure.
  2. The student will relax when frustrated.
  3. The student will learn problem-solving skills and be better able to make decisions.
  4. The student will reduce frequency of inappropriate remarks.
- 31) The student will respond appropriately to stress/anxiety.
1. The student will demonstrate problem-solving skills.
  2. The student will demonstrate coping skills specific to performance anxiety.
  3. The student will deal with social stress/anxiety.
  4. The student will demonstrate coping skills which address failure.
  5. The student will accept constructive criticism.
- 32) The student will learn self-management skills.

1. The student will accept responsibility for his/her own behavior.
2. The student will monitor his/her behavior to increase on-task behavior.
3. The student will use self-instructional strategies to guide behavior.
4. The student will accept responsibility for actions rather than blaming others.
5. The student will attempt to correct an inappropriate behavior immediately after being told, without needing additional reminders.

**33)** The student will demonstrate improved self-control.

1. The student will accept constructive criticism.
2. The student will reduce incidence of verbal outburst.
3. The student will reduce frequency of inappropriate remarks.

**34)** The student will request attention/assistance at \_\_\_\_\_ level \_\_\_\_\_ out of \_\_\_\_\_ opportunities as measured by \_\_\_\_\_.

1. Wait for a pause in conversation before attempting to gain attention.
2. Use polite phrases; e.g., thank you, excuse me.
3. State reason for need of attention.

**35)** Student will initiate and maintain an interactive communication at \_\_\_\_\_ level \_\_\_\_\_ out of \_\_\_\_\_ opportunities as measured by \_\_\_\_\_.

1. Listen and respond alternately with others in conversation.
2. Use words to answer and ask follow-up questions.
3. Ask/answer/comment and stay on topic.
4. Appropriately initiate and close interaction.

**36)** The student will manage conflicts on a daily basis with \_\_\_\_\_ frequency, independent of teacher support, with teacher support as measured by \_\_\_\_\_ (teacher observation, checklist, anecdotal records, behavior checklist, self evaluation, etc.)

1. Identify situations that lead to conflict (e.g. hurtful teasing, name calling).
2. Identify appropriate ways of dealing with conflict.
3. Respond appropriately to peer pressure.
4. Constructively deal with situations that may lead to conflict.
5. Name types of behaviors and language that are acceptable and unacceptable.
6. Name personal behaviors that may contribute to a conflict.
7. Walk away/seek help in physical confrontations or set-ups.
8. Leave provocative situations (name calling, teasing, pushing) to avoid involvement in the situation.
9. Demonstrate strategies to resolve conflicts without physical contact or abrasive language( e.g. stating emotions/desire, or walking away.)
10. Ignore peers when cued by teacher (verbal or sign).
11. Compromise in conflict situations by changing his/her own ideas to reach agreement.
12. Follow through on making commitments involved in a decision.
13. Accept feedback appropriately.
14. Control temper in conflict situations with peers and/or adult.

**37)** The student will identify and manage feelings (i.e., anger, anxiety, stress, frustration) on a daily basis with \_\_\_\_\_ frequency as measured by \_\_\_\_\_.

1. Identify behaviors that cause others to become angry (i.e., calling others names, tattling, joking unkind remarks and discussing others).
2. Express anger appropriately by using words to state feelings.

3. Respond to teasing from peers appropriately.
4. Control temper in conflict situations with adults.
5. Receive feedback appropriately.
6. Listen to the opinion of a peer without interrupting or walking away.
7. Seek help appropriately.
8. State how his/her behavior affects others.
9. Identify way(s) to ease frustration in hypothetical situations.
10. Identify signs of frustration in self.
11. Name ways people show approval/disapproval.
12. Describe situations(s) in which student experiences a given emotion.
13. Describe conditions(s) in which student experiences a given emotion.
14. Describe conditions(s) which make the student feel angry.
15. Name alternative, appropriate ways to express emotions (pleasure, anger, and/or frustration).
16. Express emotions appropriate to given situations.
17. Describe feelings or mood when asked.
18. Correctly identify emotions (happy, scared, angry, sad) from a set of pictures.
19. Continue to maintain appropriate behavior even when frustrated.
20. Identify signs of anxiety and stress in self and others.
21. Practice methods to reduce anxiety and stress in real and simulated situations.
22. Use appropriate methods to reduce anxiety and stress in real and simulated situations.
23. Demonstrate self-control as directed by the teacher in role playing situation.
24. Identify situations which lead to stress.
25. Name alternative ways to handle frustration.
26. Identify behaviors which demonstrate self-control.
27. State a complaint appropriately.
28. Answer a complaint appropriately.
29. Respond to persuasion appropriately.
30. Respond to failure appropriately.
31. Accept NO for an answer.
32. Say NO to inappropriate/unreasonable request(s).

### **Content Strand: Functional Academics**

**38)** The student will follow written directions at \_\_\_\_\_ level with \_\_\_\_\_ percent accuracy as measured by \_\_\_\_\_.

1. Read and follow written information found on notes and lists.
2. Use a shopping list of pictures/labels/printed words.
3. Read and follow recipes.
4. Identify abbreviations on directions; e.g., recipes, shopping, maps.
5. Read and follow written direction for recreational games.

**39)** The student will read and locate key information from charts, directions, maps, menus and schedules with/without assistance at \_\_\_\_\_ percent accuracy as measured by \_\_\_\_\_.

1. Read and choose items from a picture/written menu.
2. Read and respond to key information found on building directories.
3. Read and respond to key information found on store directories and aisle/department signs.
4. Read and interpret key information found on public transportation schedules.
5. Respond to requests for previous employment records and personal references.



**40)** The student will use writing in a functional context with/without assistance with \_\_\_\_\_ criteria as measured by \_\_\_\_\_.

1. Fill in personal information on a form.
2. Write notes or messages to friends, family, and/or teachers.
3. Write email.
4. Write events/reminders on a personal calendar.
5. Address envelopes suitable for mailing.

**41)** The student will increase the ability to select and use units and tools of measurement to \_\_\_\_\_ as measured by \_\_\_\_\_ (State Scoring Guide, teacher survey, performance assessment).

1. Demonstrate an understanding of measurement and concepts related to length, perimeter, weight, area, volume, time, temperature, money and angle using appropriate units of measure for each.
2. Add like coins totaling up to \_\_\_\_\_.
3. Add and subtract coins/bills.
4. Solve money problems with a calculator (e.g., purchasing, making change).
5. Determine time in another time zone and compute difference between zones.
6. Take and read body temperature
7. Measure length and distance to scale on a map.

**42)** The student will increase ability to perform a variety of functions within a word processing program as measured by \_\_\_\_\_ (evaluation tool).

**43)** The student will be able to demonstrate basic knowledge of keyboarding skills as measured by the ability to word process at a rate of \_\_\_\_\_ using \_\_\_\_\_ (teacher probes, assignments, etc.).

**44)** The student will increase keyboard skills to write \_\_\_\_\_% of classroom assignments as measured by \_\_\_\_\_ (evaluation tool).

### **Content Strand: Finances**

**45)** The student will learn how to budget money, by formulating a plan and following through with it.

**46)** The student will read a variety of billing statements correctly with/without assistance with \_\_\_\_\_ percent accuracy as measured by \_\_\_\_\_.

1. Identify account number, sender, and receiver.
2. Identify billing date, billing period and due date.
3. Identify total amount and minimum balance due.
4. Explain the difference between cash payment and time payments with interest.

**47)** The student will fill out, prepare to send, and endorse checks with 100% accuracy as measured by \_\_\_\_\_.

1. Read and define date, pay to the order of, \$, dollars, signature line, memo.
2. Fill in date, pay to the order of, money amount, and signature correctly and legibly.
3. Endorse a check correctly, legibly, and in the designated space.
4. Complete envelopes with own name and address and bill sender's name and address written correctly and legibly.
5. Identify section of bill to return with payment and place it in billing envelope correctly.

**48)** The student will prepare and maintain a budget and identify budget problems and ways to prevent/solve them during simulated activities without assistance as measured by \_\_\_\_\_.

1. Define income and expenses and give examples of each.
2. Sequence expenses in order of payment priority.
3. Define needs and wants and give examples of each.
4. Complete a bills and income record sheet.
5. Complete a weekly and monthly budget sheet.
6. Prepare and maintain a personal budget for a specified period of time.
7. Identify realistic prices for common household items/expenses.

**49)** The student will explain and conduct a common banking transaction during simulated and/or on-site activities without assistance as measured by \_\_\_\_\_.

1. Identify similarities and differences between checking and savings accounts.
2. Open a checking/savings account.
3. Fill out a checking and savings deposit slip correctly and legibly.
4. Gather/prepare necessary items in advance and go to teller's window and complete a transaction.
5. Interpret a checking or savings bank statement.
6. Use an ATM machine.

**50)** The student will use money accurately in a money simulation/situation at a \_\_\_\_\_ level with \_\_\_\_\_ percent accuracy as measured by \_\_\_\_\_.

1. Determine if given amount is sufficient to cover a purchase.
2. Count coin and/or currency to equal a purchase price.
3. Determine amount needed when more than one item is purchased
4. Count change from a purchase (coins, currency, combination) and determine if correct.
5. Use a calculator to solve money problems.

### **Content Strand: Independent Living**

**51)** The student will demonstrate essential skills in meal preparation.

1. The student will be able to plan for a meal.
2. The student will be able to shop for a planned meal.
3. The student will be able to demonstrate kitchen safety measures.
4. The student will be able to demonstrate the ability to clean the kitchen after a meal.
5. The student will be able to demonstrate the ability to set a table appropriately.

**52)** The student will demonstrate basic housekeeping skills.

1. The student will demonstrate the use of cleaning apparatus.
2. The student will demonstrate the ability to make a bed.
3. The student will be able to clean household fixtures.
4. The student will be able to use household appliances.

**53)** The student will demonstrate the ability to maintain a functional living environment.

1. The student will determine personal needs and limitations in a situation.
2. The student will cook dinner one time per week.
3. The student will develop a personal budget
4. The student will open a checking/savings account.

**54)** The student will state and/or demonstrate shopping skills to \_\_\_\_\_ level (increased proficiency, independent, adult/peer assisted, etc.) as measured by \_\_\_\_\_ (Observational data, anecdotal records, pre/post comparison, etc.)

1. Read newspaper ads to compare prices.
2. Locate items to purchase at specialty, department, and thrift stores.
3. Read price tags to determine costs.
4. Read labels to acquire information about products.
5. Check quality of items to be purchased.
6. Request assistance from sales person in specialty, department, and thrift stores.
7. Try on clothing in designated (women/men) fitting room.
8. Select clothing by size, style, and amount of care required.
9. Determine affordability by using cumulative subtraction strategy.

**55)** The student will state and demonstrate grocery shopping skills to \_\_\_\_\_ level (increased proficiency, independent, adult/peer assisted, etc.) as measured by \_\_\_\_\_ (observational data, anecdotal records, checklist records, etc).

1. Prepare to shop.
2. Access the correct sections of the store.
3. Determine total cost of items using a calculator.
4. Purchase items on a shopping list.
5. Select, measure, and package grocery items.
6. Have film developed.

**56)** The student will demonstrate proficiency in accessing and using general community services to a \_\_\_\_\_ level (independent, adult/peer assisted, etc.) as measured by \_\_\_\_\_ (observational data, checklist data, anecdotal records, etc.)

1. Travel to and from library.
2. Request assistance from librarian, as needed.
3. Respect quiet library atmosphere.
4. Obtain and carry library card.
5. Locate library materials using computer.
6. Locate sections of the library.
7. Browse/select library materials.
8. Check out/return library materials by due date.
9. Renew library materials.
10. Travel to and from the post office.
11. Pay for postal services.
12. Mail letter or package.
13. Locate designated bank.
14. Travel to and from the bank.
15. Request services from a teller.

**57)** The student will identify and access public health services, utility companies, newspaper service, etc. with/without assistance \_\_\_\_\_ out of \_\_\_\_\_ opportunities as measured by \_\_\_\_\_ (evaluation tool).

1. Determine type of service needed (dental, vision, MD. etc.)
2. Identify location of health facility.
3. Travel to and from health facility.
4. Demonstrate socially appropriate behavior while at health facility.
5. Prepare health-related questions to ask/information to give.
6. Make an appointment with health provider.

7. Arrive on time for medical appointments.
8. Fill out forms for health services.
9. Have prescriptions filled at pharmacy.

**58)** The student will identify, access and use community services (fire, police, ambulance) and support services (vocational rehab, food stamps, SSI, MRDD) appropriately with/without assistance \_\_\_\_\_ out of \_\_\_\_\_ opportunities as measured by \_\_\_\_\_ (evaluation tool).

1. Determine type of service needed when accessing support services.
2. Locate support service center.
3. Make appointment with support service provider.
4. Travel to and from support service provider.
5. Be on time for appointments with support service provider.
6. Fill out forms as needed as support service provider
7. Use socially appropriate public behavior at support service center.
8. Follow recommendations of support service provider and report back.
9. Determine community agency needed.

**59)** The student will become aware of and participate in community and leisure programs or activities.

1. The student will demonstrate ability to participate in a sport.
2. The student will demonstrate the ability to participate in (music, dance).
3. The student will demonstrate the ability to pursue a hobby.
4. The student will demonstrate the ability to use library facility activities.
5. The student will demonstrate ability to plan and implement leisure recreational activities

**60)** The student will increase ability to access public transportation to \_\_\_\_\_ (criteria), as measured by \_\_\_\_\_ (evaluation tool).

1. Transfer on/off by: \_\_\_\_\_.
2. Obtain bus pass.
3. Identify correct bus and stop.
4. Get on/off bus safely.
5. Present bus pass to driver.
6. Identify correct change and pay driver.
7. Pull cord/push button to get off at stop.
8. Demonstrate appropriate behavior during bus trip.
9. Transfer buses.

**61)** The student will prepare food appropriately with/without assistance at \_\_\_\_\_ criterion as measured by \_\_\_\_\_.

1. Demonstrate precooking preparation activities such as washing hands, cleaning food.
2. Use a variety of kitchen implements and tools, such as knives, cheese grater, etc..
3. Operate a variety of kitchen appliances such as a mixer, blender, etc.
4. Demonstrate a variety of ways to measure ingredients.
5. Initiate and complete a clean-up routine after cooking.
6. Follow a recipe in sequence.
7. Demonstrate good hygiene practices in the kitchen.

**62)** The student will create balanced daily/weekly meal plans \_\_\_\_\_ (independently, with guidance) \_\_\_\_\_ out of \_\_\_\_\_ times as measured by \_\_\_\_\_.

1. Identify/name basic food groups.
2. Identify how many servings from each food group are necessary to balance a daily meal plan.

3. Create/state nutritious, balanced daily meal plans.
4. Create/state nutritious, balanced weekly meal plans.
5. Create weekly meal plans that are within weekly food budget.
6. Choose foods to maintain health, weight, and well-being.

**63)** The student will set a table appropriately \_\_\_\_\_ out of \_\_\_\_\_ opportunities as measured by \_\_\_\_\_.

1. Assemble materials for a complete place setting e.g., knife, fork, spoon, plate, glass, napkin.
2. Arrange place setting appropriately on table.
3. Assemble materials for \_\_\_\_\_ (number) complete place settings.
4. Space settings for multiple people around the table.

**64)** The student will clean bathroom and kitchen appropriately with/without assistance for \_\_\_\_\_ out of \_\_\_\_\_ opportunities as measured by \_\_\_\_\_.

1. Identify when room/surface needs cleaning.
2. Select appropriate cleaning materials and supplies.
3. Clean surfaces in kitchen including appliances, stove, cupboards, floor.
4. Clean bathroom surfaces, including toilet, tub/shower, sink.

**65)** The student will clean clothing by loading, setting, and unloading a washing machine and dryer with/without assistance for \_\_\_\_\_ opportunities as measured by \_\_\_\_\_.

1. Identify when clothing is dirty.
2. Sort clothes (e.g., clean/dirty, white/colored, according to label).
3. Place appropriate amount of clothing into washer/dryer.
4. Set dials on washer/dryer and turn on.
5. Fold or hang up clothes appropriately.

**66)** The student will access and use the Laundromat appropriately with/without assistance \_\_\_\_\_ out of \_\_\_\_\_ opportunities as measured by \_\_\_\_\_ (evaluation tool).

1. Prepare to go to Laundromat (soap, laundry basket, money).
2. Travel to and from the Laundromat.
3. Demonstrate socially appropriate public behavior at Laundromat
4. Sort clothes (e.g., clean/dirty, white/colored, according to label).
5. Operate washing machines/dryers at Laundromat.
6. Remove clothes from dryer when dry.
7. Fold clean clothes.