



STELLA MARIS SCHOOL

NATIONAL INCLUSIVE LESSON PLAN LIBRARY

60 Ready-to-Use Lessons for Special Education
Life Skills, Communication, and Inclusive Learning

Teacher Handbook

About This Handbook

The handbook includes 60 practical lessons that can be used by a wide range of learners. Teachers should adapt their teaching to account for each student's strengths, communication style, sensory requirements, IEP objectives, cultural background, and level of independence. Students have various ways of demonstrating what they know, for example, by speaking, using AAC, employing pictures, signs, gestures, eye gaze, movement, objects, writing, or indeed any method that is suitable for them.

Guiding Principles

- Presume competence and provide meaningful opportunities to participate.
- Teach functional skills explicitly, patiently, and in authentic contexts.
- Use the least intrusive prompt necessary and systematically fade support.
- Honor all reliable forms of communication; speech is not the only valid response.
- Build from student strengths, interests, culture, and lived experience.
- Collect simple data that helps teachers make instructional decisions.
- Prioritize dignity, safety, autonomy, belonging, and increasing independence.

Differentiation Levels

Beginning: Concrete materials, explicit modeling, short steps, strong visual support, frequent practice, and individualized prompting.

Developing: Reduced prompting, expanded choices, longer sequences, supported problem-solving, and practice across people or materials.

Increasing Independence: Independent initiation, self-monitoring, problem-solving, generalization, and authentic community or workplace application.

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Autism Support

Lessons emphasize predictability, communication, regulation, autonomy, and participation without requiring students to mask autistic traits.

Lesson 1: My Visual Schedule

Category: Autism Support

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Use a visual schedule to anticipate and complete daily classroom routines.

Possible IEP Connections: Transitions, sequencing, independence

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: my, visual, schedule

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

- 1. Warm-Up (5 minutes):** Introduce my visual schedule using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.
- 2. Explicit Teaching & Modeling (10 minutes):** State the skill in clear language. Model each step slowly while pairing actions with visuals. Briefly think aloud to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.
- 3. Guided Practice (10 minutes):** Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.
- 4. Independent/Application Practice (10 minutes):** Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—my visual schedule—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 2: First-Then: Completing a Classroom Task

Category: Autism Support

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Follow a First-Then sequence to complete a less-preferred task before a preferred activity.

Possible IEP Connections: Task completion, transitions, self-regulation

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: first, then, completing, a, classroom

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce first-then: completing a classroom task using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Briefly think aloud to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—first-then: completing a classroom task—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 3: Recognizing When I Need a Break

Category: Autism Support

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Identify signs of overload and appropriately request a break.

Possible IEP Connections: Self-advocacy, regulation, communication

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: recognizing, when, i, need, a

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce recognizing when i need a break using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—recognizing when i need a break—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 4: Coping With Changes in Routine

Category: Autism Support

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Use a taught strategy when a familiar classroom routine changes.

Possible IEP Connections: Flexibility, emotional regulation, communication

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: coping, with, changes, in, routine

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce coping with changes in routine using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—coping with changes in routine—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 5: Making Choices and Communicating Preferences

Category: Autism Support

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Select between options and communicate a preference using an accessible communication method.

Possible IEP Connections: Choice-making, communication, autonomy

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: making, choices, and, communicating, preferences

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce making choices and communicating preferences using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Briefly think aloud to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—making choices and communicating preferences—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Intellectual Disabilities

Lessons in this section combine explicit instruction, accessible participation, functional practice, and individualized support.

Lesson 6: Following One- and Two-Step Directions

Category: Intellectual Disabilities

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Follow functional one- and two-step directions during classroom routines.

Possible IEP Connections: Receptive language, memory, independence

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: following, one, and, two, step

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce following one- and two-step directions using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Briefly think aloud to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—following one- and two-step directions—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 7: Matching Everyday Objects

Category: Intellectual Disabilities

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Match common objects to identical objects, pictures, or their functions.

Possible IEP Connections: Classification, cognition, functional vocabulary

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: matching, everyday, objects

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce matching everyday objects using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—matching everyday objects—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 8: Sorting by Color, Shape, Size, and Function

Category: Intellectual Disabilities

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Sort familiar items using one or more observable attributes.

Possible IEP Connections: Categorization, problem-solving, attention

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: sorting, by, color, shape, size

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce sorting by color, shape, size, and function using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—sorting by color, shape, size, and function—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 9: Learning My Personal Information

Category: Intellectual Disabilities

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Identify and communicate essential personal information at an appropriate level.

Possible IEP Connections: Safety, self-knowledge, communication

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: learning, my, personal, information

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce learning my personal information using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—learning my personal information—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 10: Making Choices in Everyday Situations

Category: Intellectual Disabilities

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Make a purposeful choice in common school and community situations.

Possible IEP Connections: Decision-making, communication, independence

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: making, choices, in, everyday, situations

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce making choices in everyday situations using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—making choices in everyday situations—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Communication Needs

Lessons honor multimodal communication and should be completed using each student's established communication system.

Lesson 11: Asking for Help

Category: Communication Needs

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Use speech, AAC, gesture, sign, picture, or another reliable method to ask for help.

Possible IEP Connections: Functional communication, self-advocacy

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: asking, for, help

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

- 1. Warm-Up (5 minutes):** Introduce asking for help using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.
- 2. Explicit Teaching & Modeling (10 minutes):** State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.
- 3. Guided Practice (10 minutes):** Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.
- 4. Independent/Application Practice (10 minutes):** Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—asking for help—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 12: Making a Choice

Category: Communication Needs

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Communicate a choice between two or more meaningful options.

Possible IEP Connections: Expressive communication, autonomy

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: making, a, choice

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce making a choice using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—making a choice—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 13: Yes, No, and Maybe

Category: Communication Needs

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Respond reliably to simple preference and factual questions using an accessible response system.

Possible IEP Connections: Receptive and expressive communication

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: yes, no, and, maybe

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

- 1. Warm-Up (5 minutes):** Introduce yes, no, and maybe using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.
- 2. Explicit Teaching & Modeling (10 minutes):** State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.
- 3. Guided Practice (10 minutes):** Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.
- 4. Independent/Application Practice (10 minutes):** Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—yes, no, and maybe—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 14: Communicating 'I Need a Break'

Category: Communication Needs

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Use an agreed communication signal to request a break before distress escalates.

Possible IEP Connections: Self-advocacy, regulation, functional communication

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: communicating, i, need, a, break

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce communicating 'i need a break' using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—communicating 'i need a break'—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 15: Using Pictures, Gestures, AAC, or Speech

Category: Communication Needs

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Use the student's most effective communication mode to participate in a classroom exchange.

Possible IEP Connections: Aac, expressive language, participation

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: using, pictures, gestures, aac, or

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

- 1. Warm-Up (5 minutes):** Introduce using pictures, gestures, aac, or speech using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.
- 2. Explicit Teaching & Modeling (10 minutes):** State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.
- 3. Guided Practice (10 minutes):** Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.
- 4. Independent/Application Practice (10 minutes):** Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—using pictures, gestures, aac, or speech—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Literacy

Lessons in this section combine explicit instruction, accessible participation, functional practice, and individualized support.

Lesson 16: Recognizing My Name

Category: Literacy

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Recognize the student's printed name among a small set of names or words.

Possible IEP Connections: Print awareness, name recognition

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: recognizing, my, name

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

- 1. Warm-Up (5 minutes):** Introduce recognizing my name using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.
- 2. Explicit Teaching & Modeling (10 minutes):** State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.
- 3. Guided Practice (10 minutes):** Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.
- 4. Independent/Application Practice (10 minutes):** Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—recognizing my name—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 17: Letters in My Environment

Category: Literacy

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Identify selected letters on labels, signs, packages, and classroom materials.

Possible IEP Connections: Letter recognition, environmental print

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: letters, in, my, environment

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

- 1. Warm-Up (5 minutes):** Introduce letters in my environment using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.
- 2. Explicit Teaching & Modeling (10 minutes):** State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.
- 3. Guided Practice (10 minutes):** Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.
- 4. Independent/Application Practice (10 minutes):** Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—letters in my environment—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 18: Matching Pictures and Words

Category: Literacy

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Match familiar pictures with corresponding printed words.

Possible IEP Connections: Vocabulary, word recognition

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: matching, pictures, and, words

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce matching pictures and words using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—matching pictures and words—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 19: Reading Signs Around My Community

Category: Literacy

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Recognize and respond appropriately to common community and safety signs.

Possible IEP Connections: Functional reading, community safety

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: reading, signs, around, my, community

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce reading signs around my community using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—reading signs around my community—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 20: Sequencing a Simple Story

Category: Literacy

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Arrange three to five events from a familiar story in logical order.

Possible IEP Connections: Comprehension, sequencing, expressive language

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: sequencing, a, simple, story

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce sequencing a simple story using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—sequencing a simple story—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Numeracy

Lessons in this section combine explicit instruction, accessible participation, functional practice, and individualized support.

Lesson 21: Counting Objects 1-10

Category: Numeracy

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Count a set of up to ten concrete objects using one-to-one correspondence.

Possible IEP Connections: Counting, number sense

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: counting, objects, 1, 10

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

- 1. Warm-Up (5 minutes):** Introduce counting objects 1-10 using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.
- 2. Explicit Teaching & Modeling (10 minutes):** State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.
- 3. Guided Practice (10 minutes):** Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.
- 4. Independent/Application Practice (10 minutes):** Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—counting objects 1-10—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 22: Matching Numbers to Quantities

Category: Numeracy

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Match numerals to corresponding sets of concrete objects.

Possible IEP Connections: Number recognition, quantity

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: matching, numbers, to, quantities

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce matching numbers to quantities using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—matching numbers to quantities—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 23: More, Less, and Same

Category: Numeracy

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Compare two groups and identify which has more, less, or the same amount.

Possible IEP Connections: Comparison, number concepts

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: more, less, and, same

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

- 1. Warm-Up (5 minutes):** Introduce more, less, and same using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.
- 2. Explicit Teaching & Modeling (10 minutes):** State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.
- 3. Guided Practice (10 minutes):** Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.
- 4. Independent/Application Practice (10 minutes):** Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—more, less, and same—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 24: Using Belizean Money

Category: Numeracy

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Identify selected Belizean coins and notes and use them in a simulated purchase.

Possible IEP Connections: Money recognition, functional mathematics

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: using, belizean, money

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce using belizean money using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—using belizean money—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 25: Measuring Ingredients for a Recipe

Category: Numeracy

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Measure simple quantities during a classroom food-preparation activity.

Possible IEP Connections: Measurement, following directions, life skills

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: measuring, ingredients, for, a, recipe

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

- 1. Warm-Up (5 minutes):** Introduce measuring ingredients for a recipe using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.
- 2. Explicit Teaching & Modeling (10 minutes):** State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.
- 3. Guided Practice (10 minutes):** Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.
- 4. Independent/Application Practice (10 minutes):** Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—measuring ingredients for a recipe—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Social-Emotional Learning

Lessons in this section combine explicit instruction, accessible participation, functional practice, and individualized support.

Lesson 26: How Am I Feeling?

Category: Social-Emotional Learning

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Identify and communicate a current emotion using words, pictures, AAC, or gestures.

Possible IEP Connections: Self-awareness, emotional vocabulary

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: how, am, i, feeling?

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

- 1. Warm-Up (5 minutes):** Introduce how am i feeling? using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.
- 2. Explicit Teaching & Modeling (10 minutes):** State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.
- 3. Guided Practice (10 minutes):** Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.
- 4. Independent/Application Practice (10 minutes):** Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—how am i feeling?—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 27: Recognizing Feelings in Others

Category: Social-Emotional Learning

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Identify basic emotional cues in pictures, stories, and familiar interactions.

Possible IEP Connections: Social awareness, perspective taking

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: recognizing, feelings, in, others

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce recognizing feelings in others using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—recognizing feelings in others—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 28: My Calm-Down Choices

Category: Social-Emotional Learning

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Select and use an appropriate regulation strategy from an individualized menu.

Possible IEP Connections: Self-regulation, coping

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: my, calm, down, choices

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce my calm-down choices using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—my calm-down choices—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 29: Taking Turns

Category: Social-Emotional Learning

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Participate in a structured activity by waiting and taking turns with peers.

Possible IEP Connections: Social interaction, impulse control

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: taking, turns

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce taking turns using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—taking turns—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 30: Solving a Problem With a Friend

Category: Social-Emotional Learning

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Use a simple problem-solving routine during a peer disagreement.

Possible IEP Connections: Conflict resolution, communication

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: solving, a, problem, with, a

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce solving a problem with a friend using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—solving a problem with a friend—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Fine Motor Skills

Lessons in this section combine explicit instruction, accessible participation, functional practice, and individualized support.

Lesson 31: Pinch, Pick Up, and Place

Category: Fine Motor Skills

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Use a pincer or adapted grasp to move small safe objects between containers.

Possible IEP Connections: Hand strength, grasp, coordination

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: pinch, pick, up, and, place

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

- 1. Warm-Up (5 minutes):** Introduce pinch, pick up, and place using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.
- 2. Explicit Teaching & Modeling (10 minutes):** State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.
- 3. Guided Practice (10 minutes):** Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.
- 4. Independent/Application Practice (10 minutes):** Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—pinch, pick up, and place—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 32: Threading and Lacing

Category: Fine Motor Skills

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Thread large beads or lace cards using coordinated hand movements.

Possible IEP Connections: Bilateral coordination, visual-motor integration

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: threading, and, lacing

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

- 1. Warm-Up (5 minutes):** Introduce threading and lacing using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.
- 2. Explicit Teaching & Modeling (10 minutes):** State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.
- 3. Guided Practice (10 minutes):** Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.
- 4. Independent/Application Practice (10 minutes):** Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—threading and lacing—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 33: Using Scissors Safely

Category: Fine Motor Skills

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Use standard or adapted scissors to make controlled snips and cuts.

Possible IEP Connections: Tool use, hand strength, safety

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: using, scissors, safely

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

- 1. Warm-Up (5 minutes):** Introduce using scissors safely using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.
- 2. Explicit Teaching & Modeling (10 minutes):** State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.
- 3. Guided Practice (10 minutes):** Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.
- 4. Independent/Application Practice (10 minutes):** Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—using scissors safely—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 34: Buttons, Zippers, and Fasteners

Category: Fine Motor Skills

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Practice opening and closing common clothing fasteners.

Possible IEP Connections: Dressing, bilateral coordination, independence

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: buttons, zippers, and, fasteners

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce buttons, zippers, and fasteners using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—buttons, zippers, and fasteners—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 35: Preparing My Hands for Writing

Category: Fine Motor Skills

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Complete hand-strengthening and pre-writing movements before making controlled marks.

Possible IEP Connections: Pre-writing, hand strength, visual-motor skills

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: preparing, my, hands, for, writing

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce preparing my hands for writing using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—preparing my hands for writing—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Independent Living

Lessons in this section combine explicit instruction, accessible participation, functional practice, and individualized support.

Lesson 36: Washing My Hands

Category: Independent Living

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Complete a functional handwashing sequence with the least necessary prompting.

Possible IEP Connections: Personal hygiene, sequencing, independence

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: washing, my, hands

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

- 1. Warm-Up (5 minutes):** Introduce washing my hands using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.
- 2. Explicit Teaching & Modeling (10 minutes):** State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.
- 3. Guided Practice (10 minutes):** Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.
- 4. Independent/Application Practice (10 minutes):** Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—washing my hands—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 37: Brushing My Teeth

Category: Independent Living

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Follow an adapted toothbrushing routine safely and thoroughly.

Possible IEP Connections: Personal care, sequencing

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: brushing, my, teeth

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

- 1. Warm-Up (5 minutes):** Introduce brushing my teeth using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.
- 2. Explicit Teaching & Modeling (10 minutes):** State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.
- 3. Guided Practice (10 minutes):** Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.
- 4. Independent/Application Practice (10 minutes):** Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—brushing my teeth—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 38: Getting Dressed

Category: Independent Living

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Complete selected dressing steps using appropriate supports.

Possible IEP Connections: Self-care, motor planning, independence

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: getting, dressed

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce getting dressed using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—getting dressed—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 39: Preparing a Simple Snack

Category: Independent Living

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Prepare a simple no-cook snack while following hygiene and safety steps.

Possible IEP Connections: Food preparation, sequencing, safety

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: preparing, a, simple, snack

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce preparing a simple snack using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—preparing a simple snack—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 40: Keeping My Personal Space Clean

Category: Independent Living

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Use a checklist to organize and clean a personal classroom or work area.

Possible IEP Connections: Organization, responsibility, independence

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: keeping, my, personal, space, clean

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce keeping my personal space clean using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—keeping my personal space clean—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Vocational/Life Skills

Lessons connect classroom instruction with real workplace expectations and Stella Maris life-skills programming.

Lesson 41: Arriving Ready for Work

Category: Vocational/Life Skills

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Complete a simple workplace arrival routine, including greeting, storing belongings, and checking tasks.

Possible IEP Connections: Work readiness, punctuality, independence

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: arriving, ready, for, work

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

- 1. Warm-Up (5 minutes):** Introduce arriving ready for work using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.
- 2. Explicit Teaching & Modeling (10 minutes):** State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.
- 3. Guided Practice (10 minutes):** Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.
- 4. Independent/Application Practice (10 minutes):** Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—arriving ready for work—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 42: Following a Workplace Routine

Category: Vocational/Life Skills

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Follow a visual or written sequence for a familiar vocational task.

Possible IEP Connections: Task completion, sequencing, employability

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: following, a, workplace, routine

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce following a workplace routine using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—following a workplace routine—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 43: Completing a Job From Start to Finish

Category: Vocational/Life Skills

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Complete a defined work task and check the finished product.

Possible IEP Connections: Persistence, quality control, independence

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: completing, a, job, from, start

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce completing a job from start to finish using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—completing a job from start to finish—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 44: Asking a Supervisor for Help

Category: Vocational/Life Skills

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Use an appropriate communication method to request clarification or assistance.

Possible IEP Connections: Workplace communication, self-advocacy

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: asking, a, supervisor, for, help

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce asking a supervisor for help using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—asking a supervisor for help—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 45: Workplace Safety

Category: Vocational/Life Skills

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Identify common workplace hazards and demonstrate basic safe-work behaviors.

Possible IEP Connections: Safety awareness, decision-making

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: workplace, safety

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce workplace safety using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—workplace safety—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Art and Music

Lessons in this section combine explicit instruction, accessible participation, functional practice, and individualized support.

Lesson 46: Painting My Feelings

Category: Art and Music

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Use color, mark-making, or adapted art tools to represent an emotion or idea.

Possible IEP Connections: Creative expression, emotional communication

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: painting, my, feelings

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

- 1. Warm-Up (5 minutes):** Introduce painting my feelings using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.
- 2. Explicit Teaching & Modeling (10 minutes):** State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.
- 3. Guided Practice (10 minutes):** Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.
- 4. Independent/Application Practice (10 minutes):** Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—painting my feelings—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 47: Creating With Belizean Nature

Category: Art and Music

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Create an artwork inspired by safe natural materials, shapes, or textures found in Belize.

Possible IEP Connections: Observation, creativity, fine motor

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: creating, with, belizean, nature

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce creating with belizean nature using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—creating with belizean nature—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 48: Exploring Rhythm With Percussion

Category: Art and Music

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Copy and create simple rhythms using percussion instruments or body percussion.

Possible IEP Connections: Auditory attention, rhythm, turn-taking

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: exploring, rhythm, with, percussion

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce exploring rhythm with percussion using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—exploring rhythm with percussion—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 49: Move to the Beat

Category: Art and Music

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Respond to musical tempo and rhythm through accessible movement.

Possible IEP Connections: Gross motor, listening, creative expression

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: move, to, the, beat

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce move to the beat using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—move to the beat—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 50: Our Community Art Project

Category: Art and Music

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Contribute an individual element to a shared class artwork about community.

Possible IEP Connections: Collaboration, creativity, belonging

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: our, community, art, project

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce our community art project using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—our community art project—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Physical Education

Lessons in this section combine explicit instruction, accessible participation, functional practice, and individualized support.

Lesson 51: Move My Body

Category: Physical Education

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Perform a sequence of accessible whole-body movements.

Possible IEP Connections: Body awareness, gross motor, following directions

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: move, my, body

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce move my body using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—move my body—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 52: Throw, Roll, and Catch

Category: Physical Education

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Practice sending and receiving a ball using an individually appropriate method.

Possible IEP Connections: Coordination, motor planning, social participation

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: throw, roll, and, catch

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

- 1. Warm-Up (5 minutes):** Introduce throw, roll, and catch using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.
- 2. Explicit Teaching & Modeling (10 minutes):** State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.
- 3. Guided Practice (10 minutes):** Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.
- 4. Independent/Application Practice (10 minutes):** Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—throw, roll, and catch—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 53: Balance and Coordination

Category: Physical Education

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Complete adapted balance activities using safe supports as needed.

Possible IEP Connections: Balance, core control, confidence

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: balance, and, coordination

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce balance and coordination using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—balance and coordination—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 54: Follow the Movement Course

Category: Physical Education

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Move through an adapted obstacle course in sequence.

Possible IEP Connections: Motor planning, sequencing, endurance

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: follow, the, movement, course

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce follow the movement course using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—follow the movement course—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 55: Working Together Through Movement

Category: Physical Education

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Participate cooperatively in a partner or group movement activity.

Possible IEP Connections: Teamwork, communication, gross motor

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: working, together, through, movement

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce working together through movement using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—working together through movement—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Functional Academics

Lessons connect literacy and numeracy with everyday decisions in school, home, work, and Belizean community settings.

Lesson 56: Reading a Daily Schedule

Category: Functional Academics

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Read or interpret a visual/written schedule and identify what happens next.

Possible IEP Connections: Functional literacy, time concepts, independence

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: reading, a, daily, schedule

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

- 1. Warm-Up (5 minutes):** Introduce reading a daily schedule using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.
- 2. Explicit Teaching & Modeling (10 minutes):** State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.
- 3. Guided Practice (10 minutes):** Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.
- 4. Independent/Application Practice (10 minutes):** Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—reading a daily schedule—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 57: Reading Community Signs

Category: Functional Academics

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Recognize selected community signs and demonstrate the expected response.

Possible IEP Connections: Functional reading, safety

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: reading, community, signs

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce reading community signs using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Briefly think aloud to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—reading community signs—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 58: Using Belizean Money at a Shop

Category: Functional Academics

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Select appropriate Belizean money for a simple simulated purchase.

Possible IEP Connections: Money use, communication, community participation

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: using, belizean, money, at, a

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce using belizean money at a shop using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—using belizean money at a shop—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 59: Understanding Time

Category: Functional Academics

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Connect common clock times or time concepts with daily routines.

Possible IEP Connections: Time awareness, scheduling

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: understanding, time

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

- 1. Warm-Up (5 minutes):** Introduce understanding time using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.
- 2. Explicit Teaching & Modeling (10 minutes):** State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.
- 3. Guided Practice (10 minutes):** Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.
- 4. Independent/Application Practice (10 minutes):** Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—understanding time—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Lesson 60: Making a Shopping List

Category: Functional Academics

Suggested Level: Beginning / Developing / Increasing Independence

Suggested Duration: 30-40 minutes; adjust to student stamina and instructional needs

Learning Objective: Identify needed items and create a picture, word, or AAC-supported shopping list.

Possible IEP Connections: Functional literacy, planning, independence

Materials: Real objects or adapted materials related to the lesson; picture/word cards; visual schedule; choice board or AAC system as appropriate; simple data sheet; preferred reinforcement or regulation supports.

Key Vocabulary: making, a, shopping, list

Visual & Communication Supports: Use the student's established AAC, communication board, pictures, signs, gestures, objects, written words, or speech. Provide a visual sequence and model the expected response.

Sensory & Access Considerations: Reduce unnecessary sensory demands, offer appropriate seating/movement options, adapt tools and response methods, and provide breaks without removing access to instruction.

Teaching Sequence

1. Warm-Up (5 minutes): Introduce making a shopping list using a familiar example, real object, photograph, brief demonstration, or student experience. Invite an accessible response without requiring speech.

2. Explicit Teaching & Modeling (10 minutes): State the skill in clear language. Model each step slowly while pairing actions with visuals. Think aloud briefly to show what to notice and what to do. Check understanding through action, choice, pointing, AAC, or another reliable response.

3. Guided Practice (10 minutes): Practice the skill with the teacher or a peer. Prompt only as much as needed, reinforce successful attempts, and immediately reteach errors without embarrassment. Repeat with small variations.

4. Independent/Application Practice (10 minutes): Give the student an opportunity to use the skill with reduced adult support in a meaningful classroom, life-skills, social, or simulated community context.

Differentiation

Beginning: Use one clear target at a time, concrete materials, strong visual cues, modeling, and immediate feedback. Accept any intentional accessible response.

Developing: Increase the number of steps or choices, delay prompts, vary materials, and encourage the student to initiate or correct an error.

Increasing Independence: Ask the student to initiate, complete, check, or generalize the skill with minimal support and explain or demonstrate what to do in a new situation.

Assessment & Data Collection

Record one trial or short practice set using: I = Independent, V = Visual cue, G = Gesture, M = Model, VP = Verbal prompt, P = Physical support, NR = No response. Note accuracy, independence, communication method, and any support that improved access.

Generalization

Repeat the skill with a different person, material, location, or routine. When appropriate, practice during authentic school, home, vocational, or community activities.

Family Connection

Share the target skill—making a shopping list—with the family and suggest one brief, natural opportunity to practice at home. Families should use the student's familiar communication and support strategies.

Teacher Reflection

What helped the student participate? What prompt could be faded next? Did the student communicate something unexpected? What should be changed before the next lesson?

Appendix A: Simple Lesson Data Sheet

Date	Student/Group	Target Skill	Result	Prompt Level	Notes/Next Step

Appendix B: Prompting & Independence Key

- I - Independent
- V - Visual cue
- G - Gesture
- M - Model
- VP - Verbal prompt
- P - Physical support when appropriate and consent/safety practices permit
- NR - No response

Appendix C: Teacher Planning Checklist

- ☐ Is the objective observable and meaningful?
- ☐ Does the student have access to their communication system?
- ☐ Are visual supports ready?
- ☐ Have sensory and physical access needs been considered?
- ☐ Can the student respond without being required to speak?
- ☐ Is the least intrusive prompting plan clear?
- ☐ How will I record independence and progress?
- ☐ Where can this skill be generalized?