

Rumson-Fair Haven Regional High School

Course: *Work-Based Learning: Partners with a Purpose*

Staff Writers: Hannah Phillips and Susan Shay

Supervisor: Lauren Malaney

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Section I: Course Description

Partners with a Purpose is a transitional and career-readiness program that provides authentic, functional career and community-based opportunities for students ages 18 to 21 with disabilities. Students will be immersed in structured learning work experiences and authentic community-based experiences within their local and neighboring communities, allowing them to generalize self-management, independent living, and vocational skills taught in the classroom to the real world. Every student, no matter how severe his/her disabilities, is capable of living, working, and recreating in the community. Every individual has the opportunity to function as independently as possible. Authentic experiences encourage a sense of confidence, self-worth, and foster independence. The goal of this program is for students to understand the value of their own voice through gaining self-determination skills; developing and generalizing functional work habits targeted in the classroom to the authentic community-based work experiences; and developing meaningful connections within their home or nearby communities, generalizing essential living skills taught in the classroom to create real-world experiences.

Section II: NJSLs: New Jersey Student Learning Standards/Learning Objectives:

1. [Standard 9: 21st Century Life and Careers:](#)

- “Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence...Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy. “

***Climate Change:** “The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”

2. [2023 New Jersey Student Learning Standards - English:](#)

- “A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. ...Students will [d]evelop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language[; r]ead rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success[; e]ngage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences)[; l]everage complex texts and digital media to develop comprehension, active listening, and discussion skills[; g]round daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens[; e]valuate the reliability, credibility, and perspective of authors and speakers across all forms of media[; e]xpress ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines [and l]earn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.”

3. [2023 New Jersey Student Learning Standards - Mathematics:](#)

- “A New Jersey education in Mathematics builds quantitatively and analytically literate citizens prepared to meet the demands of college and career, and to engage productively in an information-driven society; ...A high-quality mathematics education fosters a population that...leverages data in decision-making and as a lens for discussing, analyzing, and responding to practical questions, persists to make sense of and model problems arising in everyday life, society, and the workplace, thinks critically and strategically to assess quantitative relationships and to solutions to complex problems, employs precise reasoning and constructs viable arguments to deduce conclusions, recognize false statements and assess peers’ reasoning, interprets, evaluates and critiques the mathematics embedded in social, scientific and commercial systems, as well as the claims made in the private and public sectors, communicates precisely when conveying, representing, and justifying both qualitative and quantitative perspectives.”

4. [2020 New Jersey Student Learning Standards: Comprehensive Health & Physical Education:](#)

- “A quality comprehensive health and physical education program fosters a population that maintains mental health awareness and relies on social/emotional support systems; engages in a physically active lifestyle; maintains awareness of health and wellness and how to access resources; recognizes the influence of media, peers, technology, and cultural norms in making informed health-related decisions as a consumer of health products and wellness services; practices effective cross-cultural communication and conflict resolution skills; builds and maintains healthy relationships; accepts and respects individual and cultural differences; and advocates for personal, family, community, and global wellness and is aware of local, national and global public health and climate change issues.”
5. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom's Taxonomy of Cognitive Objectives*

Section III: Curriculum Modifications

The *Work-Based Learning: Partners with a Purpose* curriculum is designed to be flexible and responsive to the diverse learning needs of all students. Instruction, learning experiences, and assessments are modified as appropriate to provide equitable access to the curriculum and support individual student growth. Modifications are determined through each student's Individualized Education Program (IEP), recommendations from the district's Structured Learning Experience Coordinator, Behavior Analyst, Case Manager, and Program Supervisor, and ongoing review of formative assessment data and student performance. These data-driven instructional decisions ensure that students receive appropriate supports, accommodations, and individualized learning opportunities while working toward their educational, career, and transition goals.

Section IV: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: <i>Work-Based Learning: Partners with a Purpose</i>	Grade Level: Post Graduate
Unit I: Self-Management/Self-Determination	Ongoing*
Unit II: Vocational Skills/WBL	Ongoing*
Unit III: Community-Based Instruction	Ongoing*

*The units will run concurrently. The duration of each unit will be driven by the individual student's needs. This curriculum is intended to serve as a framework from which the team will select the individual goals that seem most important for a particular student. Ongoing formative assessments/data collection will be utilized to monitor individual progress.

Section V: Primary Texts and Year-Long Instructional Resources

The following texts and instructional resources are employed for all students in *Work-Based Learning: Partners with a Purpose*:

- Google Classroom
- The Autism Curriculum Encyclopedia® (ACE) (<https://aceapp.org/>)
- Common Sense Education (www.commonsense.org)
- Newsela (<https://newsela.com/>)
- YouTube (<https://www.youtube.com/>)
- Mystery Science (<https://mysteryscience.com/>)
- PAES Lab (<https://worklifeready.com/paes/>)

Section VI: Grading Formula and Assessment Modes

Marking period outcomes in *Work-Based Learning: Partners with a Purpose* are determined via a Competency-Based Pass/Fail (Credit/No Credit) model rather than traditional letter grading. To earn a passing grade and course credit, students must meet established mastery thresholds across core performance categories.

Assessments in *Work-Based Learning: Partners with a Purpose* vary greatly in format, scope, and the specific technical or employability skills assessed; differentiation in assessments, individualized performance goals, and model choice will be incorporated as appropriate to accommodate diverse learner needs. Preliminary assessments in each category will be used as benchmarks to establish baseline skills. Summative assessments and competency rubrics will be created and revised each year collaboratively by members of the Work Based Learning instructional team to measure individual student growth, ensure workplace safety compliance, and inform future vocational learning.

Section VII: Unit Templates

The following unit templates have been established for the *Work Based Learning: Partners with a Purpose* curriculum by the *Work Based Learning* instructional team:

Unit I: Self-Management/Self-Determination	
Unit Summary	
This unit aims to identify and teach the skills necessary for self-determination and self-management during both in- school and out-of-school experiences. Self-determination is an essential piece of independent living, positively affecting postsecondary and quality of life outcomes. Students will reflect on simulated and/or real-life experiences dealing with regulating behavior, conflict resolution, decision making, self- advocacy, and safety in adulthood. The goal of this unit is to help students understand the value in their own voice, teach them skills necessary for the development of self-determination, and generalize those skills across settings, leading to a better quality of life.	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Work-Based Learning-Partners with a Purpose</i> :	
• 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills ◦ 9.4.12.CT.2 , 9.4.5.GCA.1, 9.4.12.CT.1, 9.4.12.TL.1 • Dynamic Learning Maps Essential Elements ◦ EE.SL.11-12.1.c, EE.SL.9-10.1.b, EE.RL.9-10.3, EE.RI.9-10.1	
Unit Essential Questions	Unit Enduring Understandings
• How can an individual identify personal triggers for anger? • How can self-management techniques be used to control behavior when feeling angry or frustrated? • How can an individual seek assistance or ask for help when experiencing anger, frustration, or fear? • How can relaxation techniques be used appropriately? • What strategies can be used to limit negative peer pressure? • How can authoritative figures be recognized and approached for help? • How can daily problem-solving strategies be applied? • How can an individual advocate for reasonable modifications? • How can personal preferences and needs be expressed? • How can feelings and emotions be expressed appropriately? • How can available tools be used to make appropriate choices?	• Recognizing the body's early physical and mental warning signs of anger allows me to take control before losing calm. • Choosing healthy self-management strategies helps one respond thoughtfully to strong emotions rather than reacting impulsively. • Students will understand the value of their own voice and participate in the self-determination process of taking control and making decisions that affect their own life. • Reaching out for support when overwhelmed is a sign of strength that helps people process difficult emotions. • Regular use of relaxation techniques lowers stress, restores focus, and helps maintain emotional balance. • Changing personal habits requires intentional effort, consistent practice, and self-awareness over time. • Checking in on one's thoughts, emotions, and actions across different settings helps stay on track and adapt to changing expectations. • Identifying trustworthy adults and community helpers ensures people know where to turn when they need guidance or safety. • Understanding individual learning and physical needs empowers people to request fair adjustments that help them succeed. • Clear and respectful communication helps others understand and support each other. • Communicating one's feelings using respectful words and actions protects relationships and helps resolve conflicts. • Self-advocacy is a lifelong skill that allows one to represent their own interests and rights.

• How can self-management be used to change personal habits or selected behaviors? • How can self-monitoring strategies be applied across all environments? • How can achievable personal goals be set? • What tools can be used to create a schedule using a daily, weekly, or calendar planner? • How can an individual advocate for their own needs across all environments? • How can personal privacy be maintained responsibly? • How can risky situations or threats be identified and avoided? • How can emergency response behaviors be appropriately identified?	• Staying true to values and using refusal strategies protects independence and safety around peers. • Breaking complex challenges into manageable steps enables fair, practical solutions to everyday problems. • Evaluating options and considering consequences leads to responsible decision-making aligned with goals. • Setting realistic, step-by-step goals provides structure, builds self-confidence, and measures personal growth. • Using time-management tools builds autonomy, reduces stress, and ensures fulfillment of daily commitments. • Protecting personal information and respecting boundaries ensures safety in both physical and digital spaces. • Paying attention to environmental cues and trusting one's instincts helps anyone recognize potential hazards early and take proactive steps to foster safety. • Knowing how to recognize true emergencies and executing clear, practiced safety steps empowers one to react calmly and effectively when urgent help is needed.
Evidence of Learning	
Evidence of Learning: • Individualized assessments to determine individual goals • Self-Monitoring • Data collection (Individualized based on specific student goals) • Social Validity Forms	Teaching Methods/Instructional Procedures: • Systematic Instruction • Instructional cues: partial physical prompting, gestural cues, verbal prompts, modeling • Prompting Strategies: least-to-most prompting systems, most-to-least prompting systems, graduated guidance, constant & progressive time delay systems, naturalistic prompting procedures • Shaping • Fading procedures to decrease the amount of assistance • Positive feedback • Naturally occurring reinforcers • Incidental Teaching • Naturalistic Teaching • Visual supports (ex. Checklists) • Behavior Skills Training (BST)/Role-playing • Video-modeling • Script/Script Fading • Peer-Mediated strategies • Self-management • Train for generalization and maintenance

Unit II: Vocational Skills/WBL
Unit Summary
This unit will develop work-readiness experiences designed for students with disabilities and help them attain employability and independent living skills. Community-based structured learning experiences will provide students with career awareness and exploration. Students will be immersed in authentic, real-world employment settings and will have the opportunity to participate in unpaid work experiences at a variety of job sites. Students will develop and generalize functional work habits targeted in the classroom to the authentic community-based work experiences. These work habits include skills in workplace communication and routine, workplace performance, workplace safety and self-preservation, workplace hygiene, and career development. The goal of this course is to help students develop and generalize functional work habits developed in the classroom to the authentic community-based work experiences and independent living that transfer to post-secondary placement at their maximum potential.
Standards/Core Ideas/Performance Expectations/Progress Indicators
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Work-Based Learning-Partners with a Purpose</i>: • 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills ◦ 9.4.12.CT.2, 9.4.8.CI.1, 9.4.12.TL.1, 9.4.2.TL.5, 9.2.12.CAP.3

- *Dynamic Learning Maps Essential Elements*
 - EE.SL.9-10.1.b, EE.RL.4.2, EE.RL.6.3, EE.RI.9-10.1, EE.1.G.1, EE.SL.11-12.1.c
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - *Dependent on career cluster

Unit Essential Questions	Unit Enduring Understandings
● Can an individual follow 1-step and multi-step directions related to known or novel routines and materials? ● Is there an opportunity to experience a variety of vocational activities or sample jobs? ● Can an individual request needed items, attention, or help from a job coach? ● Can an individual restore a work environment appropriately? ● Can an individual track and document their own work time using a worksite-specific system? ● Can an individual express polite social forms? ● Can an individual help others in need? ● Can an individual maintain topics of conversation for more than two turns? ● How can an individual appropriately initiate conversations with coworkers and supervisors? ● How can an individual appropriately request help from coworkers and supervisors when needed, such as asking for clarification, locations, or demonstrations? ● How can an individual demonstrate customer service skills, such as greeting customers and responding to questions? ● Can an individual use an activity schedule (picture, written, or electronic) accurately? ● Can an individual wait appropriately for an item, activity, or environment that is not in sight? ● Can an individual work on a single task for 5 minutes without prompting and gradually increase that duration? ● Can an individual learn new skills in a group setting? ● Can an individual complete a specified number of work items and increase production as requirements are raised? ● Can an individual complete tasks to specific quality criteria? ● How can an individual manage appropriate work behavior independently? ● How can an individual check the quality of their own work? ● Can an individual complete tasks with a job coach present but out of direct sight? ● How can an individual follow established workplace rules?	● Career growth is a lifelong process; rotating through different tasks and learning new skills opens doors to greater independence and higher-paying jobs. ● Exploring diverse job tasks helps people discover personal strengths, preferences, and potential career paths. ● Cleaning and organizing the workspace upon task completion shows respect for shared tools and maintains a safe, efficient work environment. ● Accurately logging hours demonstrates reliability and ensures correct compensation for labor. ● Building stamina and increasing production rate helps meet realistic workplace expectations and industry standards. ● Following exact specifications ensures the final output meets quality standards and satisfies employer expectations. ● Inspecting finished work against set criteria allows errors to be caught independently and pride to be taken in quality craftsmanship. ● Clear communication with support staff ensures the necessary guidance to build independence on the job. ● Using courteous language fosters positive workplace relationships and builds a respectful social atmosphere. ● Offering assistance to peers and co-workers strengthens teamwork and creates a supportive community environment. ● Sustaining back-and-forth interactions helps build meaningful workplace connections and collaborative dialogue. ● Knowing when and how to start a professional conversation helps people share information and connect appropriately at work. ● Asking specific questions when stuck prevents costly mistakes and demonstrates a proactive commitment to learning. ● Treating customers with warmth and clear answers creates a welcoming environment and positively represents my employer. ● Consistently practicing good personal hygiene and social etiquette maintains personal dignity and respects the comfort of those around me. ● Carefully processing sequential instructions allows for the execution of tasks accurately, whether the routine is familiar or brand new. ● Utilizing visual or digital schedules empowers one to manage daily tasks with minimal reliance on verbal prompts. ● Practicing patience during wait times demonstrates self-control and allows workplace routines to proceed smoothly. ● Sustaining focus independently over longer stretches of time expands productivity and reliance on self-direction. ● Observing and participating in group learning allows one to acquire new abilities alongside peers.

• How can an individual respond and adapt to unexpected changes in the workplace appropriately? • How can an individual demonstrate socially acceptable manners and etiquette in the workplace, including hygiene, physical proximity, and greetings? • How can an individual solve workplace problems appropriately? • How can an individual identify a variety of hazardous situations at work? • How can an individual transition safely through the work environment? • How can an individual select and wear clothing according to a workplace dress code? • How can an individual check their appearance and maintain personal hygiene, clean clothing, and grooming at work? • How can an individual prepare a resume with support from a job coach? • How can an individual provide personal information to complete job applications? • How can an individual demonstrate appropriate interview skills, including responding to questions, asking questions, and following proper etiquette? • How can an individual read and comprehend employment, pay, and benefits vocabulary? • How can an individual use online job search tools and databases (eg; Indeed, Zip Recruiter, O*NET, etc) to search for employment options?	• Monitoring and regulating one's own behavior builds supervisor trust and leads to greater workplace independence. • Working effectively without direct oversight builds self-reliance and proves job readiness. • Remaining flexible when workplace schedules or assignments shift helps maintain productivity and reduces stress. • Adhering to organizational policies and rules protects safety and ensures a professional environment for everyone. • Identifying reasonable solutions to everyday work challenges resolves obstacles without unnecessary escalations. • Staying vigilant regarding potential workplace hazards protects myself and my colleagues from injury. • Navigating physical work areas with awareness prevents accidents and maintains physical safety. • Dressing according to professional standards presents a positive image and ensures task-appropriate safety. • Routine self-checks ensure one maintains professional grooming throughout the workday. • Summarizing work experience, skills, and strengths in a structured document effectively presents qualifications to employers. • Accurately communicating personal data enables one to complete formal employment processes independently or with support. • Communicating effectively during an interview allows one to confidently share strengths and determine if an opportunity fits goals. • Understanding core workplace terminology empowers one to navigate hiring forms, pay statements, and employment rights. • Utilizing modern job-search engines and tools expands career opportunities and equips people to search for employment autonomously.
Evidence of Learning	
Evidence of Learning • Individualized assessments to determine individual goals • Self-Monitoring (Job Performance "Scorecards") • Task Analysis data sheets • Data collection (Individualized based on specific student goals) • Employer Evaluation • Permanent Product • Video Assessments • Social Validity Forms	Teaching Methods/Instructional Procedures • Systematic Instruction • Instructional cues: partial physical prompting, gestural cues, verbal prompts, modeling • Prompting Strategies: least-to-most prompting systems, most-to-least prompting systems, graduated guidance, constant & progressive time delay systems, naturalistic prompting procedures • Shaping • Fading procedures to decrease the amount of assistance • Positive feedback • Naturally occurring reinforcers • Incidental Teaching • Naturalistic Teaching • Visual supports (ex. Checklists) • Behavior Skills Training (BST)/Role-playing • Video-modeling • Script/Script Fading • Peer-Mediated strategies • Self-management • Train for generalization and maintenance

Unit III: Community-Based Instruction	
Unit Summary	
This unit develops greater opportunities for students with disabilities to function in as many environments as possible to enhance their quality of life. Community-based instructions provide students with real-life experiences and opportunities to further develop essential skills. Students are immersed in authentic community experiences where they will learn and generalize functional skills developed in the classroom. The goal is for each student to live independently to their maximum potential and to develop meaningful connections within their home or nearby communities.	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Work-Based Learning-Partners with a Purpose</i>: 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills 9.4.12.TL.1, 9.4.5.CI.3, 9.4.12.CT.1, 9.1.5.FP.1, 9.1.8.CP.1, 9.4.12.TL.3, 9.4.2.GCA.1, 9.1.2.FI.1, 9.1.5.PB.1 2023 New Jersey Student Learning Standards: English - NJSLSA.R1, NJSLSA.R10; RI.K.1, RI.2.10, RI.3.7, SL.2.1.A, SL.2.1.B 2023 New Jersey Student Learning Standards: Mathematics 2.MD.C.8, 9.1.2.FI.1, 9.1.5.PB.1, 2.MD.C.7, 3.MD.A.1, 1.MD.A.2, 3.MD.B.3 - Dynamic Learning Maps Essential Elements - EE.RI.9-10.1, EE.SL.11-12.1.c, EE.RI.11-12.7, EE.5.MD.1.b, EE.RL.4.2, EE.SL.1.4, EE.SL.9-10.1.b	
Unit Essential Questions	Unit Enduring Understandings
- How can an individual demonstrate street safety skills, such as stopping at the curb, locating crosswalks, obeying traffic signs, and practicing parking lot safety? - How can an individual identify and describe emergency response behaviors, including getting help, acting quickly, and calling 911? - How can an individual stay with a group while navigating the community? - How can an individual identify strangers versus known adults and follow safety rules related to strangers, such as avoiding contact and reporting concerns? - How can an individual identify community services and locate safe people or places? - How can an individual read, comprehend, and respond appropriately to community and safety signs? - How can an individual choose and attend local community events? - How can an individual walk in public settings without drawing undue attention? - How can an individual wait in line while demonstrating appropriate social behavior? - How can an individual browse within a retail or public area while remaining near group members? - How can an individual accurately read and use a directory? - How can an individual read and follow a map? - How can an individual use a public restroom independently, including	- Consistently obeying traffic rules and remaining vigilant around vehicles protects one's physical safety when navigating streets and parking areas. - Recognizing dangerous situations and taking immediate, rehearsed safety actions—like calling emergency services—enables effective responses under pressure. - Remaining close to a trusted group or supervisor in public settings ensures accountability, prevents getting lost, and maintains collective safety. - Distinguishing between familiar and unfamiliar people—and maintaining clear boundaries—helps ensure safety in public. - Knowing how to locate trusted professionals and designated safe spaces ensures reliable places to turn when someone feels unsafe or needs help. - Interpreting environmental signs and symbols allows for the navigation of public spaces safely, following local rules, and making informed decisions independently. - Identifying local resources and scheduling activities aligned with personal interests empowers the building of social connections and actively participating in my community. - Practicing subtle, composed body language in public spaces helps one blend into surroundings, respect others, and ensure my personal safety. - Exercising patience and respecting personal space while waiting in lines maintains social harmony and keeps public routines moving smoothly. - Balancing independent exploration with proximity to a group allows for the enjoyment of community activities safely without separating from support. - Utilizing building and mall directories enables the efficient location of specific stores, services, or amenities in large spaces. - Interpreting spatial maps and landmarks empowers one to plan travel paths, orient, and navigate unfamiliar environments independently.

identifying the appropriate facility and completing the toileting routine? • How can an individual purchase items using a vending machine? • How can an individual use cash to make a purchase? • How can an individual use a debit card to complete a transaction? • How can an individual follow a shopping list in a retail environment? • How can an individual use a self-checkout system at a grocery or retail store? • How can an individual compare prices across multiple stores to determine the lowest cost? • How can an individual navigate all steps of dining at a restaurant, including following social rules, reading menus, paying the bill, tipping, and obeying posted signs? • How can an individual navigate community locations such as libraries, movie theaters, or post offices, including place-specific tasks and social rules? • How can an individual tolerate loud noises and crowded environments in public settings? • How can an individual follow environment-specific social rules in the community, such as maintaining spatial awareness, keeping quiet in libraries, using dressing rooms appropriately, and avoiding touching museum displays?	• Executing proper public restroom routines independently maintains personal hygiene, respects public facilities, and upholds personal dignity. • Following step-by-step payment and selection procedures allows the use of self-service automated machines to meet immediate personal needs. • Exchanging physical currency for goods helps with understanding the concrete value of money and ensures that basic financial transactions can be completed anywhere. • Navigating electronic point-of-sale systems securely allows access to funds directly from a bank account while practicing safe financial management. • Using a predetermined list maintains focus on priority needs, manages a spending budget, and prevents impulse purchasing. • Operating automated payment kiosks independently builds self-sufficiency and streamlines the shopping experience in modern retail environments. • Comparing prices across different sellers empowers one to make informed financial decisions and stretch their personal budget further. • Navigating every stage of dining out—from ordering and respecting restaurant boundaries to managing payment and tipping—allows for the enjoyment of social dining experiences confidently and courteously. • Recognizing sensory limits and using coping strategies—such as take-a-break routines or noise-reducing tools—helps to stay calm and comfortable in stimulating environments. • Observing and adapting behavior to fit the specific rules and expectations of different public settings demonstrates respect for others and ensures a positive, safe experience for everyone.
Evidence of Learning	
Evidence of Learning • Individualized assessments to determine individual goals • Self-Monitoring • Task Analysis data sheets • Data collection (Individualized based on specific student goals) • Permanent Product • Video Assessments • Social Validity Forms	Teaching Methods/Instructional Procedures • Systematic Instruction • Instructional cues: partial physical prompting, gestural cues, verbal prompts, modeling • Prompting Strategies: least-to-most prompting systems, most-to-least prompting systems, graduated guidance, constant & progressive time delay Systems, naturalistic prompting procedures • Shaping • Fading procedures to decrease the amount of assistance • Positive feedback • Naturally occurring reinforcers • Incidental Teaching • Naturalistic Teaching • Visual supports (ex. Checklists) • Behavior Skills Training (BST)/Role-playing • Video-modeling • Script/Script Fading • Peer-Mediated strategies • Self-management • Train for generalization and maintenance