



SRES D CURRICULUM GUIDELINE: Elementary Check List

Student Name: _____

Teacher: _____

Date: _____

Completed by: _____

As a member of the IEP team, please prioritize the following Domain Sub-Skills for the purpose of developing new IEP goals and objectives (select top three choices in each sub-skill), as well as maintaining present skill levels. While all of these sub-skills and specific tasks associated with them are considered important for Elementary Education, this information will assist in creating an IEP that best reflects current needs and long-term goals. Questions about this checklist call _____

1 = first choice

M = to be maintained

2 = second choice

N = Needs to be addressed
in the future

3 = third choice

DOMAINS:

	Pre-Academics/ Academic	*Behavior Support	Communication Skills	Motor Planning (Sensory-Motor)	Play and Leisure	Daily Living Skills	Social Skills
SUB-SKILLS:	<input type="checkbox"/> Basic Academics _____ _____ _____	<input type="checkbox"/> On Task Behaviors <input type="checkbox"/> Follows Class Routine <input type="checkbox"/> Transitions <input type="checkbox"/> Works Independently <input type="checkbox"/> Personal Organization Skills <input type="checkbox"/> Other _____ _____ _____	<input type="checkbox"/> Language Comprehension <input type="checkbox"/> Language Expression <input type="checkbox"/> Articulation <input type="checkbox"/> Engages Appropriately in Social Communication <input type="checkbox"/> Initiate Communication <input type="checkbox"/> Fluency <input type="checkbox"/> Voice Quality	<input type="checkbox"/> Move in Space Safely <input type="checkbox"/> Gross Motor Coordination <input type="checkbox"/> Eye-Hand Coordination <input type="checkbox"/> Fine-Motor Dexterity <input type="checkbox"/> *Sensory Integration	<input type="checkbox"/> Sharing/turn taking <input type="checkbox"/> Problem-Solving Skills <input type="checkbox"/> Creative Play <input type="checkbox"/> Age-Appropriate Recreational Activities <input type="checkbox"/> Use of Community Recreational Facilities	<input type="checkbox"/> Safety Awareness <input type="checkbox"/> Applied Functional Academics <input type="checkbox"/> Household Chores <input type="checkbox"/> Self-Care <input type="checkbox"/> Navigate Throughout Home, School, & Community <input type="checkbox"/> Making Choices	<input type="checkbox"/> Ability to Interact Socially <input type="checkbox"/> Participates in Group Activities <input type="checkbox"/> Social Responsiveness <input type="checkbox"/> Turn-Taking <input type="checkbox"/> Cooperative Behaviors <input type="checkbox"/> Greetings, Closures and Social Routines <input type="checkbox"/> Cultural, Social Norms/Manners

The curriculum content is not intended to be presented in isolation, but rather as part of each child's comprehensive individualized educational program.

*Facilitator will refer to facilitation guide.



SRES D CURRICULUM GUIDELINE:

Early Childhood Check List

Student Name: _____

Teacher: _____

Date: _____

Completed by: _____

As a member of the IEP team, please prioritize the following Domain Sub-Skills for the purpose of developing new IEP goals and objectives (select top three choices in each sub-skill), as well as maintaining present skill levels. While all of these sub-skills and specific tasks associated with them are considered important for Elementary Education, this information will assist in creating an IEP that best reflects current needs and long-term goals. Questions about this checklist call _____

1 = first choice

M = to be maintained

2 = second choice

N = Needs to be addressed in the future

3 = third choice

DOMAINS:

Academic Readiness	*Behavior Support	Communication (Language Development)	Sensory-Motor (Motor Development)	Play	Daily Living Skills (Self-Care)	Social Skills (Social Awareness)	Family/School Collaboration
SUB-SKILLS: <input type="checkbox"/> Attending <input type="checkbox"/> Following Directions <input type="checkbox"/> Making Concrete Choices <input type="checkbox"/> Asking for Help <input type="checkbox"/> *Sequencing/Memory <input type="checkbox"/> *Introduction to Basic Concepts	<input type="checkbox"/> Transitions <input type="checkbox"/> Communicate Feelings Appropriately <input type="checkbox"/> Follow Class Routine <input type="checkbox"/> On Task Behaviors <input type="checkbox"/> Other _____ _____ _____	<input type="checkbox"/> Language Comprehension <input type="checkbox"/> Language Expression <input type="checkbox"/> Articulation <input type="checkbox"/> Engages Appropriately in Social Communication <input type="checkbox"/> Initiate Communication <input type="checkbox"/> Fluency <input type="checkbox"/> Voice Quality	<input type="checkbox"/> Move Safely in Space <input type="checkbox"/> Gross Motor Coordination <input type="checkbox"/> Eye-Hand Coordination <input type="checkbox"/> Fine-Motor Dexterity <input type="checkbox"/> *Sensory Integration	<input type="checkbox"/> Imitation <input type="checkbox"/> Ability to Play with Toys <input type="checkbox"/> Ability to Play Cooperatively with Others <input type="checkbox"/> Explores Creative Activities	<input type="checkbox"/> Safety Awareness <input type="checkbox"/> Self-Care	<input type="checkbox"/> Ability to Interact Socially <input type="checkbox"/> Participates in Group Activities <input type="checkbox"/> Social Responsiveness <input type="checkbox"/> Turn-Taking <input type="checkbox"/> Cooperative Behaviors <input type="checkbox"/> Greetings, Closures, and Social Routines <input type="checkbox"/> Cultural, Social Norms/Manners	<input type="checkbox"/> Home/School Communication <input type="checkbox"/> Parent Training <input type="checkbox"/> Staff Training <input type="checkbox"/> Support Network _____ _____ _____

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*Facilitator will refer to facilitation guide.



SRES D CURRICULUM GUIDELINE: Secondary Check List

Student Name: _____

Teacher: _____

Date: _____

Completed by: _____

As a member of the IEP team, please prioritize the following Domain Sub-Skills for the purpose of developing new IEP goals and objectives (select top three choices in each sub-skill), as well as maintaining present skill levels. While all of these sub-skills and specific tasks associated with them are considered important for Secondary Education, this information will assist in creating an IEP that best reflects current needs and long-term goals. Questions about this checklist call _____

1 = first choice

M = to be maintained

2 = second choice

N = Needs to be addressed
in the future

3 = third choice

DOMAINS:

Academic	*Behavior	Communication (Functional Language)	Recreation / Leisure Skills (Play)	Daily Living Skills (Life Skills)	Social Skills (Social Competence)	Prevocational/ Vocational Training	Community Access
<p>SUB-SKILLS:</p> <input type="checkbox"/> Academics _____ _____ _____	<input type="checkbox"/> On Task Behaviors <input type="checkbox"/> Follows Class/ Work Routine <input type="checkbox"/> Transitions <input type="checkbox"/> Works Independently <input type="checkbox"/> Personal Organization Skills <input type="checkbox"/> Self-Regulation	<input type="checkbox"/> Language Comprehension <input type="checkbox"/> Language Expression <input type="checkbox"/> Articulation <input type="checkbox"/> Engages Appropriately in Social Communication <input type="checkbox"/> Initiate Communication <input type="checkbox"/> Fluency <input type="checkbox"/> Voice Quality	<input type="checkbox"/> Use of Community Resources <input type="checkbox"/> Independent Recreational Activities <input type="checkbox"/> Interactive Activities <input type="checkbox"/> Choice Making Skills <input type="checkbox"/> Explores New Interests	<input type="checkbox"/> Navigate Throughout Home, School, & Community <input type="checkbox"/> Domestic Skills <input type="checkbox"/> Personal Care <input type="checkbox"/> Personal Safety <input type="checkbox"/> Money Management	<input type="checkbox"/> Ability to Interact Socially <input type="checkbox"/> Participates in Group Activities <input type="checkbox"/> Identify social expectations <input type="checkbox"/> Social Responsiveness <input type="checkbox"/> Cooperative Behaviors <input type="checkbox"/> Greetings, Closures and Social Routines <input type="checkbox"/> Cultural, Social Norms/Manners <input type="checkbox"/> Communicate Feelings Appropriately	<input type="checkbox"/> Job Seeking Skills <input type="checkbox"/> Appropriate Work Habits and Behaviors <input type="checkbox"/> Completes Jobs: Using Instruction <input type="checkbox"/> Works With Others <input type="checkbox"/> Produces Quality Work at Satisfactory Rates <input type="checkbox"/> Work-Related Problem Solving <input type="checkbox"/> Work Safety <input type="checkbox"/> Acceptance of Feedback	<input type="checkbox"/> Access Transportation <input type="checkbox"/> Knowledge and use of: - Banks Facilities -Stores Gas Stations Restaurants _____ _____ _____ _____

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Sj/jm/Curriculumguideline/2/20/13