

Criteria for Identifying “Functional” Skills:

Is the IEP Goal/Objective:	YES	Some- what	NO
<p>1. Age-Appropriate? <i>Are the skill and the materials and methods used to teach the skill appropriate for the chronological age of the student?</i></p>			
<p>2. Required now? <i>If the student does not perform the skill, will an adult or another person <u>have</u> to do it for him/her? Or is there an alternative to performing the task?</i></p>			
<p>3. Required as an adult? <i>Will this be an important skill that will be <u>required</u> for community participation or for interactions with peers when the student is an adult?</i></p>			
<p>4. Useful? <i>Will the student have the opportunity to use the skill in other places and at other times?</i></p>			
<p>5. Valued by the student and family? <i>Does the student and the family want the student to learn and use this skill?</i></p>			
<p>6. Enhancing of the student’s status? <i>Will this skill increase the student’s likelihood for:</i> <input type="checkbox"/> <i>increased social contacts & relationships?</i> <input type="checkbox"/> <i>physical well-being?</i> <input type="checkbox"/> <i>social status and appearance of competence?</i></p>			
<p>7. Important for community participation <i>Does the skill enable the student to <u>access more places</u> in the community and participate meaningfully?</i></p>			
<p>8. Likely to be acquired? <i>Is it likely that the student will acquire this skill in the school year?</i></p>			
TOTAL:			

Adapted from Helmsetter, E. (1989). Curriculum for School-Aged Students: The Ecological Model. In F. Brown & D.H. Lehr (Eds.), *Persons with Profound Disabilities: Issues and Practices* (p. 254). Baltimore: Paul H. Brookes