



Special Education Services Placement of Students in Life Skills

Purpose

The Life Skills Program provides specialized instruction within a public-school setting to students from Kindergarten up to the age of 22 identified with significant cognitive and/or pervasive developmental disabilities. These students require a curriculum focused on the acquisition of functional academic, daily living and vocational skills. The ultimate outcome is for students to transition successfully into adulthood within the community.

Program Goals

This program is appropriate for students requiring a highly structured program with adaptive modifications in curricula, as needed, to support the following long-term educational/functional goals:

1. Provide differentiated instruction in a public-school setting structured to foster development of practical academic, communication, community, domestic, recreational/leisure, and vocational skills appropriate to each student.
2. Provide opportunities for integrated activities with general education peers.
3. Offer career exploration, job sampling, and vocational experiences in preparation for adult life.
4. Prepare for community living (semi-independent or supervised).
5. Develop social skills for functioning in the public schools at the elementary and middle school age levels and the greater community at the middle school and secondary levels.

Placement Criteria

A student may be considered for placement within the Life Skills Program by the IEP team when it is determined that the intensity of the student's needs in the areas of communication, academic instruction, independent functioning, and/or behavioral support cannot be addressed in any other educational placement.

Students considered for this program are those between the ages of 5 and 22 who qualify for special education under one or more of the following disability categories:

1. Intellectual Disability
2. Developmental Delay (under 9 years of age)
3. Traumatic Brain Injury
4. Autism
5. Multiple Disabilities
6. Other Health Impairment (only in cases of significant medical diagnoses (e.g., fetal alcohol syndrome, stroke, epilepsy, genetic disorders))

Students considered for this program exhibit significant delays or deficits in Cognitive Ability (2.0 standard deviations below (standard score of 70) on a standardized cognitive instrument), and commensurate scores in two or more areas of adaptive behavior:

1. Communication Skills
2. Fine and Gross Motor Skills
3. Safety Skills
4. Work Skills
5. Health
6. Self-Care Skills
7. Self-Direction Skills
8. Leisure Skills
9. Home Living Skills
10. Use of Community Resources
11. Functional Academic Skills
12. Behavior & Social Interaction Skills

Exit Criteria

1. A student may exit the Life Skills Program based upon the school-based educational team's determination that the student's identified needs would be better met within another type of special education program.
2. Students will exit programming upon acceptance of a high school diploma, acceptance of a certificate of completion, or upon reaching 22 years of age.

3. A student will exit the Life Skills program upon the determination that he/she is no longer eligible for special education services.
4. A student may also exit Life Skills programming should the parent/guardian choose to discontinue or refuse services.