

**Title** – Special Education – Severe Intellectual Disabilities

**Content Area** – Functional Skills

**Grade Level** – 6<sup>th</sup>

**Students** – 5 sixth-grade students

**Interval of Instruction** – Year

Main Criteria	Element	Description
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**Essential Question:** What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?

<b>Priority of Content</b>	<b>Objective Statement</b>	Grade 6 students will improve their social and emotional competencies with an emphasis on social and emotional skills, positive attitude about self and others, and appropriate social interactions.
	<b>Rationale</b>	<p>We have school-wide positive behavioral expectations, characterized as the "FAB FOUR": respect, responsibility, achievement, and safety. We believe that a strong set of social emotional skills and attitudes provide a strong foundation for achieving success in school and in life. By increasing their positive social and emotional interactions and skills, our students are better prepared to access the Common Core State Standards and perform at or above grade level expectations.</p> <p>The RI Health Education Framework describes the rationale for developing interpersonal communication skills to enhance health as the following: "Personal, family and community health are enhanced through effective communication. A responsible individual will use verbal and non-verbal skills in developing and maintaining healthy personal relationships. The ability to organize and to convey information, beliefs, opinions and feelings are skills which strengthen interactions and can reduce or avoid conflict. When communicating, individuals who are health literate demonstrate care, consideration, and respect of self and others."</p>
	<b>Aligned Standards</b>	RIDE Health Education Standard 5, Grade 5-8: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

**Essential Question:** Where are my students now (at the beginning of instruction) with respect to the objective?

<b>Baseline Data / Information</b>	<p>Students were introduced to an Emotional Identification Checklist the first week of school. We practiced using it throughout the first month and collected a daily record. A rating of a 3 indicates an ability to initiate and demonstrate a coping strategy, describe what caused an emotional reaction, and recognize and label emotions independently, rather than with adult verbal prompts or with visual prompts.</p> <ul style="list-style-type: none"><li>• Student 1 and 2 currently achieve a level 3 30% of the time</li><li>• Student 3 and 4 currently achieve a level 3 20% of the time</li><li>• Student 5 currently achieves a level 3 15% of the time</li></ul>
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**Essential Question:** Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?

<b>Rigor of Target</b>	<b>Target(s)</b>	The target for all five students is to demonstrate 3's in each of the three targeted behaviors at least 60% of the time by the end of the year (average of May and June chart).
	<b>Rationale for Target(s)</b>	These targets were chosen as these five students need additional assistance understanding social interactions and controlling their emotional responses as measured by baseline information from the Emotional identification Checklist administered during the month of September.

<b>Quality of Evidence</b>	<b>Evidence Source(s)</b>	<p>Evidence will be collected using an Emotional Identification Checklist: Initiate and demonstrate healthy/conventional ways to cope using strategies from the Incredible 5 Point Rating Scale (5PRS) Describe what caused an emotional reaction. Recognize and label simple emotions related to the situation using the Incredible 5 Point Rating Scale (5PRS)</p> <p>1 = with adult verbal prompts 2 = with visual prompts 3 = independently</p> <p>The Incredible 5 PRS will be assessed and documented by the teacher assistant and/or myself along with the student at 4 intervals throughout the school day. The aggregated Emotional Checklist will be charted monthly.</p> <p>The average of Emotional Checklist data from May and June will be used to determine attainment of targets.</p>
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