

📖 Functional Living Skills Programming

What are functional living skills?

- Are required by the individuals in their current environments and will require in future environments
- Are essential for individuals to function as independently as possible in the world
- Are programmed and taught with respect to the personal choice of the Individual
- Focus on the transfer and generalization of knowledge and skills to everyday life situations

Building student programming

For each chosen skill it is helpful to have...

- **Program Objective** - How will we teach the skill? (Materials, Instructions, Prompts, Mastery Criterion...)
- **Target List** - What exactly will we teach the student? (Various targets that make up the skill)
- **Data Sheets** - How will we know that the student has mastered the skill? (Measure student's progress)

Program Objective	Target List	Data Sheets																	
<p>Task Name: Writes name on work - <i>AFLS</i></p> <p>Objective: Learner will write first and last name on class work or assignments - <i>AFLS / IEP Objective</i></p> <p>Materials: writing utensil, class work, reinforcer</p> <p>Instructions: Short & simple (i.e., write your name here)</p> <p>Prompts: provided before they are given work. Reduce as skill is learned. (i.e., visual cue on desk or gestural point to page)</p> <p>Mastery: Writes first and last name neatly on the top of an assignment - <i>AFLS</i> (Consecutively over a specified number of days)</p>	<p>Includes various steps required in performing the task...</p> <ol style="list-style-type: none"> 1) Accepts class work 2) Picks up pencil 3) Writes first name 4) Writes last name 	<p>Can be modified to suit needs of student or team. For example, these targets can be incorporated into personalized schedule, if student has one.</p> <table border="1"> <thead> <tr> <th>Target</th> <th>Date:</th> <th>Date:</th> </tr> </thead> <tbody> <tr> <td rowspan="3">First name</td> <td>I</td> <td>I</td> </tr> <tr> <td>P</td> <td>P</td> </tr> <tr> <td>-</td> <td>-</td> </tr> <tr> <td rowspan="3">Last name</td> <td>I</td> <td>I</td> </tr> <tr> <td>P</td> <td>P</td> </tr> <tr> <td>-</td> <td>-</td> </tr> </tbody> </table> <p><i>I Independent P Prompted - Didn't do</i></p>	Target	Date:	Date:	First name	I	I	P	P	-	-	Last name	I	I	P	P	-	-
Target	Date:	Date:																	
First name	I	I																	
	P	P																	
	-	-																	
Last name	I	I																	
	P	P																	
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General Rules for Programming

- Work on a few skills to fluency at a time and add new skills/targets as the student master previous ones
- Skills will need to be practiced often to see progress
- Use the data to let you know when they are ready to move on
- Focus on maintenance (long-term retention) and generalization (various environments/situations) for each of the skills taught.



AFLS: Assessment of Functional Living Skills

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Purpose of AFLS

The AFLS system provides its users with the ability to create meaningful programs that guide any individual towards successful skills acquisition. While they are intended for individuals with diverse needs, these protocols can be effectively utilized with all populations, regardless of their personal situation. This screener tool can assess baselines while also guide the development of a student's IEP and programming.

Overview

- Assess functional, practical, and essential skills for an individual to achieve the highest level of independence
- Consists of a guide and six assessment protocols
- Each protocol can be a stand alone assessment
- Protocols can be mixed and matched to create an individualized assessment for a student
- All six can be combined to provide a comprehensive functional living skills assessment



AFLS: Assessment of Functional Living Skills

Name: _____

Date: _____

Procedures

- Scan & Score:** Review each skill, task by task. Circle the number that best represents the level of performance specified in the criteria.
 - Absolutely CAN do = highest possible score
 - Absolutely CAN'T do = lowest possible score
 - Level of performance is not known = leave section blank
 - Exact score is unknown = circle a range of scores
- Determine:** Precisely determine the learning abilities for the remainder of skills. This may involve observations and formal assessments.
 - Interview** staff and ask if student can perform skill
 - Observe** the student in the target context and see if they perform the skill
 - Set up **test trial(s)** with the student to directly assess the skill
- Review & Identify:** Review the repertoire and identify skills that could be assessed by observation with an "O" beside it and mark those that would need a formal assessment with an "A." Identify top three skills that relate to the top three stretches listed in the learner's profile. Determine two ways to assess each skill.
- Transfer Scores:** Take the scores from each protocol and record on the student's Skills Tracking System. Write down your name and date. Select a colour to represent an assessment period.
- Programming:** For each skill we are explicitly teaching, we will likely need a program objective (task name/objective, materials, instructions, prompts), target list, and some form of data collection. More details can be found on the back page.


Assessment of Functional Living Skills Tracking System

School Skills

AA 55	AA 54	AA 53	AA 52	AA 51	AA 50	AA 49	AA 48	AA 47	AA 46	AA 45	AA 44	AA 43	AA 42	AA 41	AA 40	AA 39	AA 38	AA 37	AA 36	AA 35	AA 34	AA 33	AA 32	AA 31	AA 30	AA 29	AA 28	AA 27	AA 26	AA 25	AA 24	AA 23	AA 22	AA 21	AA 20	AA 19	AA 18	AA 17	AA 16	AA 15	AA 14	AA 13	AA 12	AA 11	AA 10	AA 9	AA 8	AA 7	AA 6	AA 5	AA 4	AA 3	AA 2	AA 1
CA 51	CA 50	CA 49	CA 48	CA 47	CA 46	CA 45	CA 44	CA 43	CA 42	CA 41	CA 40	CA 39	CA 38	CA 37	CA 36	CA 35	CA 34	CA 33	CA 32	CA 31	CA 30	CA 29	CA 28	CA 27	CA 26	CA 25	CA 24	CA 23	CA 22	CA 21	CA 20	CA 19	CA 18	CA 17	CA 16	CA 15	CA 14	CA 13	CA 12	CA 11	CA 10	CA 9	CA 8	CA 7	CA 6	CA 5	CA 4	CA 3	CA 2	CA 1				
KC 51	KC 50	KC 49	KC 48	KC 47	KC 46	KC 45	KC 44	KC 43	KC 42	KC 41	KC 40	KC 39	KC 38	KC 37	KC 36	KC 35	KC 34	KC 33	KC 32	KC 31	KC 30	KC 29	KC 28	KC 27	KC 26	KC 25	KC 24	KC 23	KC 22	KC 21	KC 20	KC 19	KC 18	KC 17	KC 16	KC 15	KC 14	KC 13	KC 12	KC 11	KC 10	KC 9	KC 8	KC 7	KC 6	KC 5	KC 4	KC 3	KC 2	KC 1				
TN 38	TN 37	TN 36	TN 35	TN 34	TN 33	TN 32	TN 31	TN 30	TN 29	TN 28	TN 27	TN 26	TN 25	TN 24	TN 23	TN 22	TN 21	TN 20	TN 19	TN 18	TN 17	TN 16	TN 15	TN 14	TN 13	TN 12	TN 11	TN 10	TN 9	TN 8	TN 7	TN 6	TN 5	TN 4	TN 3	TN 2	TN 1																	
SS 35	SS 34	SS 33	SS 32	SS 31	SS 30	SS 29	SS 28	SS 27	SS 26	SS 25	SS 24	SS 23	SS 22	SS 21	SS 20	SS 19	SS 18	SS 17	SS 16	SS 15	SS 14	SS 13	SS 12	SS 11	SS 10	SS 9	SS 8	SS 7	SS 6	SS 5	SS 4	SS 3	SS 2	SS 1																				
RE 54	RE 53	RE 52	RE 51	RE 50	RE 49	RE 48	RE 47	RE 46	RE 45	RE 44	RE 43	RE 42	RE 41	RE 40	RE 39	RE 38	RE 37	RE 36	RE 35	RE 34	RE 33	RE 32	RE 31	RE 30	RE 29	RE 28	RE 27	RE 26	RE 25	RE 24	RE 23	RE 22	RE 21	RE 20	RE 19	RE 18	RE 17	RE 16	RE 15	RE 14	RE 13	RE 12	RE 11	RE 10	RE 9	RE 8	RE 7	RE 6	RE 5	RE 4	RE 3	RE 2	RE 1	
MS 34	MS 33	MS 32	MS 31	MS 30	MS 29	MS 28	MS 27	MS 26	MS 25	MS 24	MS 23	MS 22	MS 21	MS 20	MS 19	MS 18	MS 17	MS 16	MS 15	MS 14	MS 13	MS 12	MS 11	MS 10	MS 9	MS 8	MS 7	MS 6	MS 5	MS 4	MS 3	MS 2	MS 1																					
CM 18	CM 17	CM 16	CM 15	CM 14	CM 13	CM 12	CM 11	CM 10	CM 9	CM 8	CM 7	CM 6	CM 5	CM 4	CM 3	CM 2	CM 1																																					

RE Routines & Expectations
SS Social Skills
TN Technology
KC Common Knowledge
CA Core Academics
AA Applied Academics

Learner: _____
 Assessor: _____ Date: _____ Color Code: _____



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Assessment Protocol Example

TASK	SCORE	TASK OBJECTIVE	CRITERIA
AA2	0 1 2 0 1 2 0 1 2 0 1 2	Learner will write first and last name on class work or assignments	2 = Writes first and last name neatly on the top of an assignment, 1 = writes first name on top of assignment

If unsure, go conservative and score lower. Allow time to work on mastering the skill

Use the wording from task objectives to write IEP objectives

Use the criterion to determine

Each row on a column represents a specific skill

Each column represents a section of the protocol

