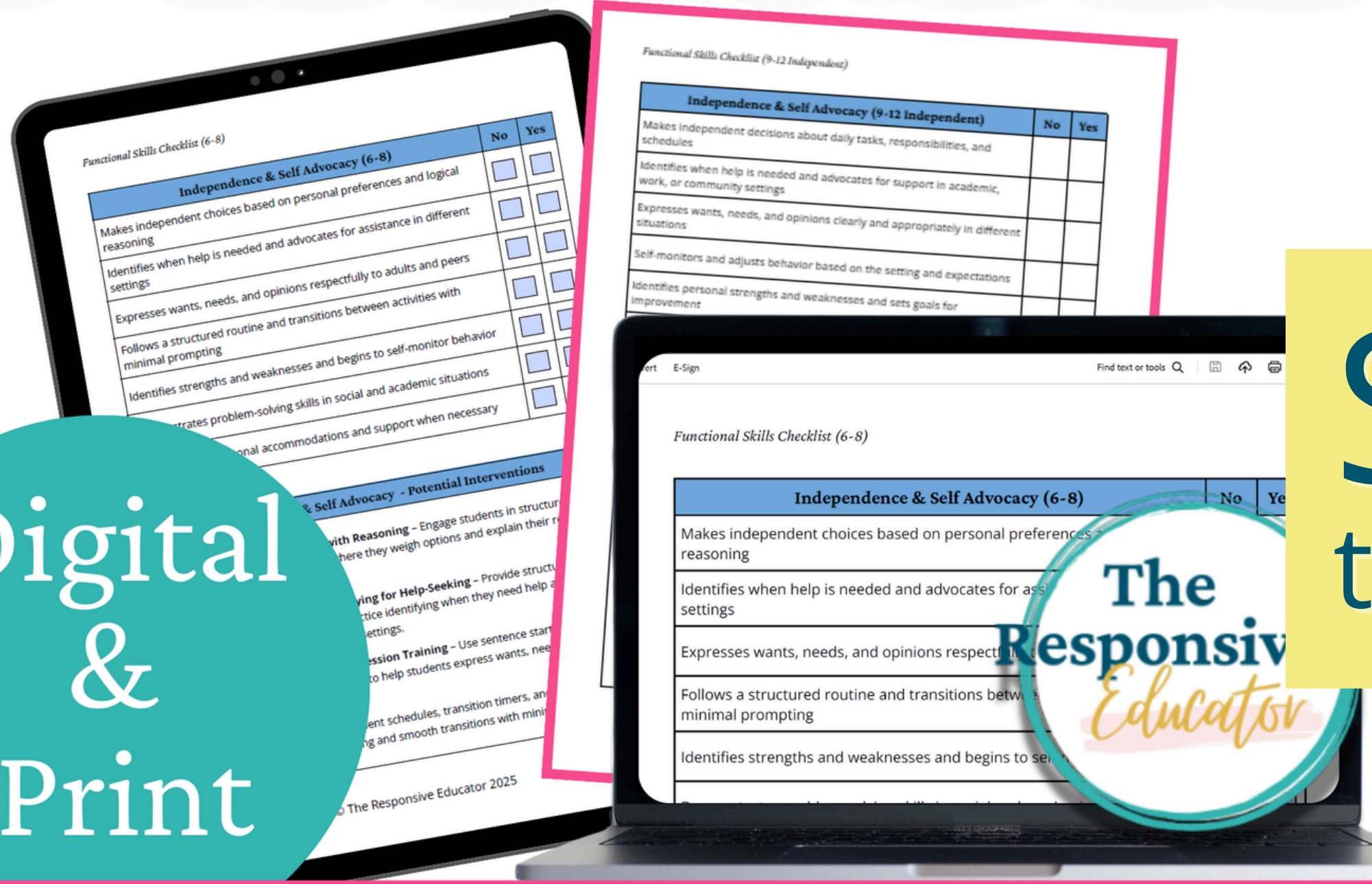


Functional Skills Student Checklists 6-12 BUNDLE

Targeted
Interventions for
6th-12th Grade
PLUS Tailored
Skill-Building goals

Digital
&
Print

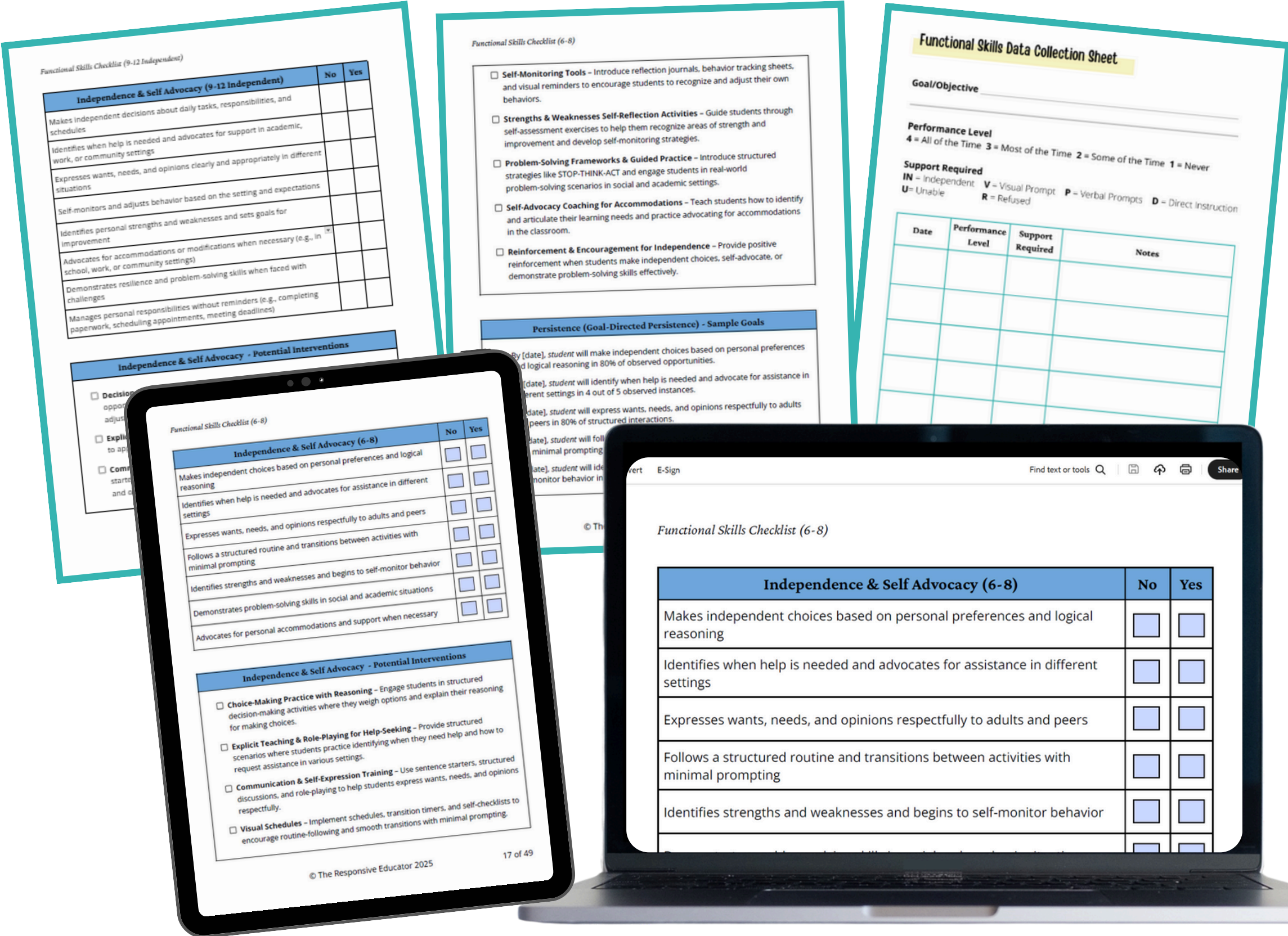
SCROLL
to take a look inside!



Use for IEPs / FBAs / BIPs

Ideal For:

- Special Education Professionals
- School Psychologists
- Behavior Specialists
- Inclusive Classroom Teachers



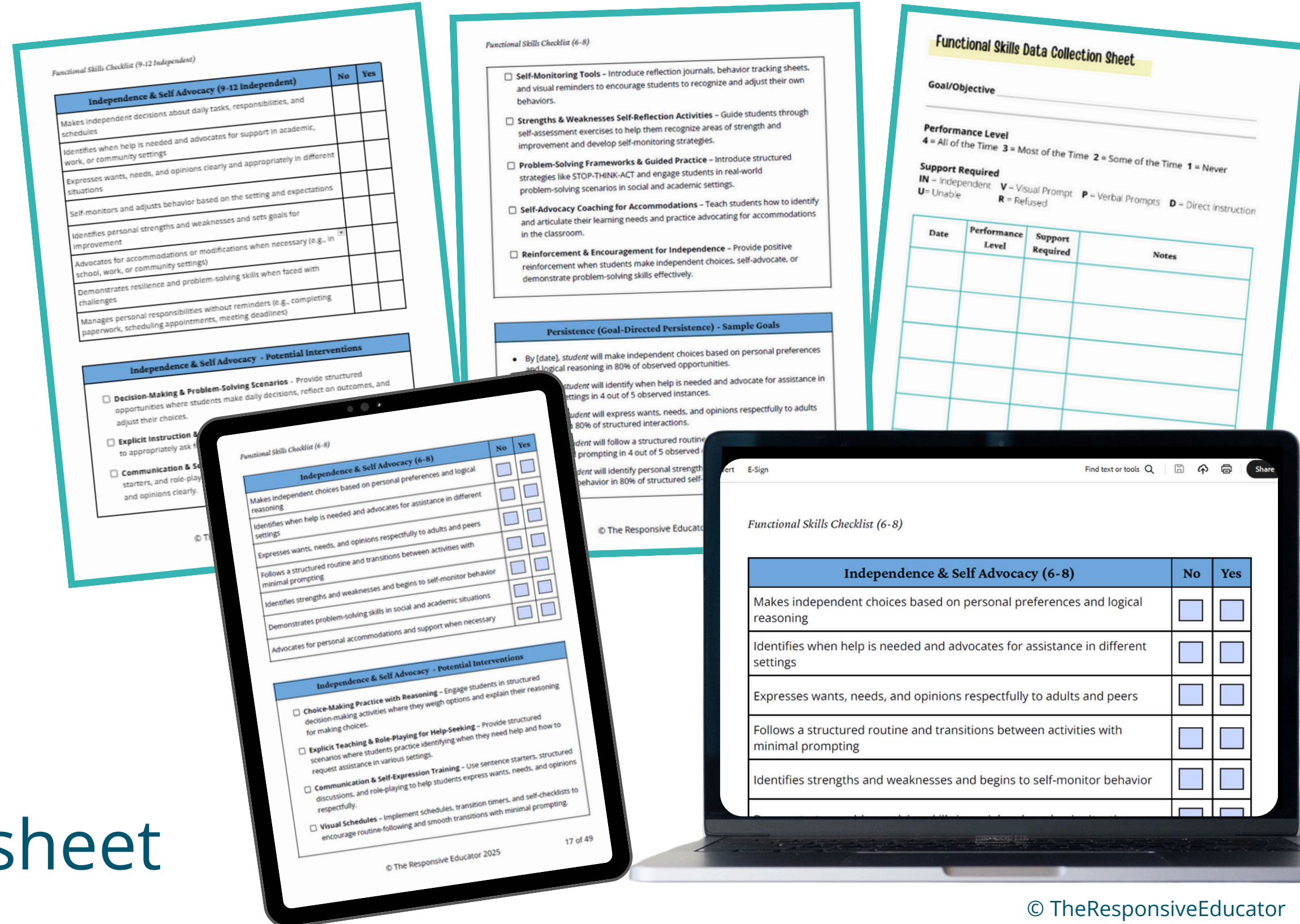
Support Your Students with Functional Skills/Life Skills Needs

13 Functional Skills/
Life Skills

- ✓ Community Navigation & Safety
- ✓ Daily Living Skills
- ✓ Employment & Job Readiness
- ✓ Independence & Self-Advocacy
- ✓ Meal Preparation & Nutrition
- ✓ Medical & Health Management
- ✓ Motor Skills & Safety Awareness
- ✓ Personal Finance & Money Management
- ✓ Play & Leisure Skills
- ✓ Pre-Academic & Academic Readiness
- ✓ Self-Care Skills
- ✓ Self-Regulation & Emotional Control
- ✓ Social Skills & Communication
- ✓ Toileting Skills

How to Use This Resource

- 1 Determine area(s) of student need using checklist
- 2 Find a targeted intervention
- 3 Choose a tailored, measurable goal or goals for IEP/FBA/BIP
- 4 Use optional tracking sheet



Detailed View

Student Skill Checklist

Targeted Interventions

Tailored Goals

Functional Skills Checklist (9-12 Independent)

Independence & Self Advocacy (9-12 Independent)	No	Yes
Makes independent decisions about daily tasks, responsibilities, and schedules		
Identifies when help is needed and advocates for support in academic, work, or community settings		
Expresses wants, needs, and opinions clearly and appropriately in different situations		
Self-monitors and adjusts behavior based on the setting and expectations		
Identifies personal strengths and weaknesses and sets goals for improvement		
Advocates for accommodations or modifications when necessary (e.g., in school, work, or community settings)		
Demonstrates resilience and problem-solving skills when faced with challenges		
Manages personal responsibilities without reminders (e.g., completing paperwork, scheduling appointments, meeting deadlines)		

Independence & Self Advocacy - Potential Interventions
☐ Decision-Making & Problem-Solving Scenarios - Provide structured opportunities where students make daily decisions, reflect on outcomes, and adjust their choices. ☐ Explicit Instruction & Role-Playing for Help-Seeking - Teach and practice ways to appropriately ask for help in different settings (e.g., school, work, community). ☐ Communication & Self-Expression Training - Use guided discussions, sentence starters, and role-play activities to <u>build confidence in expressing</u> wants, needs, and opinions clearly.

Functional Skills Checklist (6-8)

- ☐ **Self-Monitoring Tools** - Introduce reflection journals, behavior tracking sheets, and visual reminders to encourage students to recognize and adjust their own behaviors.
- ☐ **Strengths & Weaknesses Self-Reflection Activities** - Guide students through self-assessment exercises to help them recognize areas of strength and improvement and develop self-monitoring strategies.
- ☐ **Problem-Solving Frameworks & Guided Practice** - Introduce structured strategies like STOP-THINK-ACT and engage students in real-world problem-solving scenarios in social and academic settings.
- ☐ **Self-Advocacy Coaching for Accommodations** - Teach students how to identify and articulate their learning needs and practice advocating for accommodations in the classroom.
- ☐ **Reinforcement & Encouragement for Independence** - Provide positive reinforcement when students make independent choices, self-advocate, or demonstrate problem-solving skills effectively.

Persistence (Goal-Directed Persistence) - Sample Goals
- By [date], <i>student</i> will make independent choices based on personal preferences and logical reasoning in 80% of observed opportunities. - By [date], <i>student</i> will identify when help is needed and advocate for assistance in different settings in 4 out of 5 observed instances. - By [date], <i>student</i> will express wants, needs, and opinions respectfully to adults and peers in 80% of structured interactions. - By [date], <i>student</i> will follow a structured routine and transition between activities with minimal prompting in 4 out of 5 observed opportunities. - By [date], <i>student</i> will identify personal strengths and weaknesses and begin to self-monitor behavior in 80% of structured self-reflection activities.

Detailed View

Notes/
Comments

Optional
Tracking
Sheet (print or
digital)

Functional Skills Checklist (3-5)

Independence & Self Advocacy - Notes/Comments

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Functional Skills Data Collection Sheet

Goal/Objective _____

Performance Level
4 = All of the Time 3 = Most of the Time 2 = Some of the Time 1 = Never

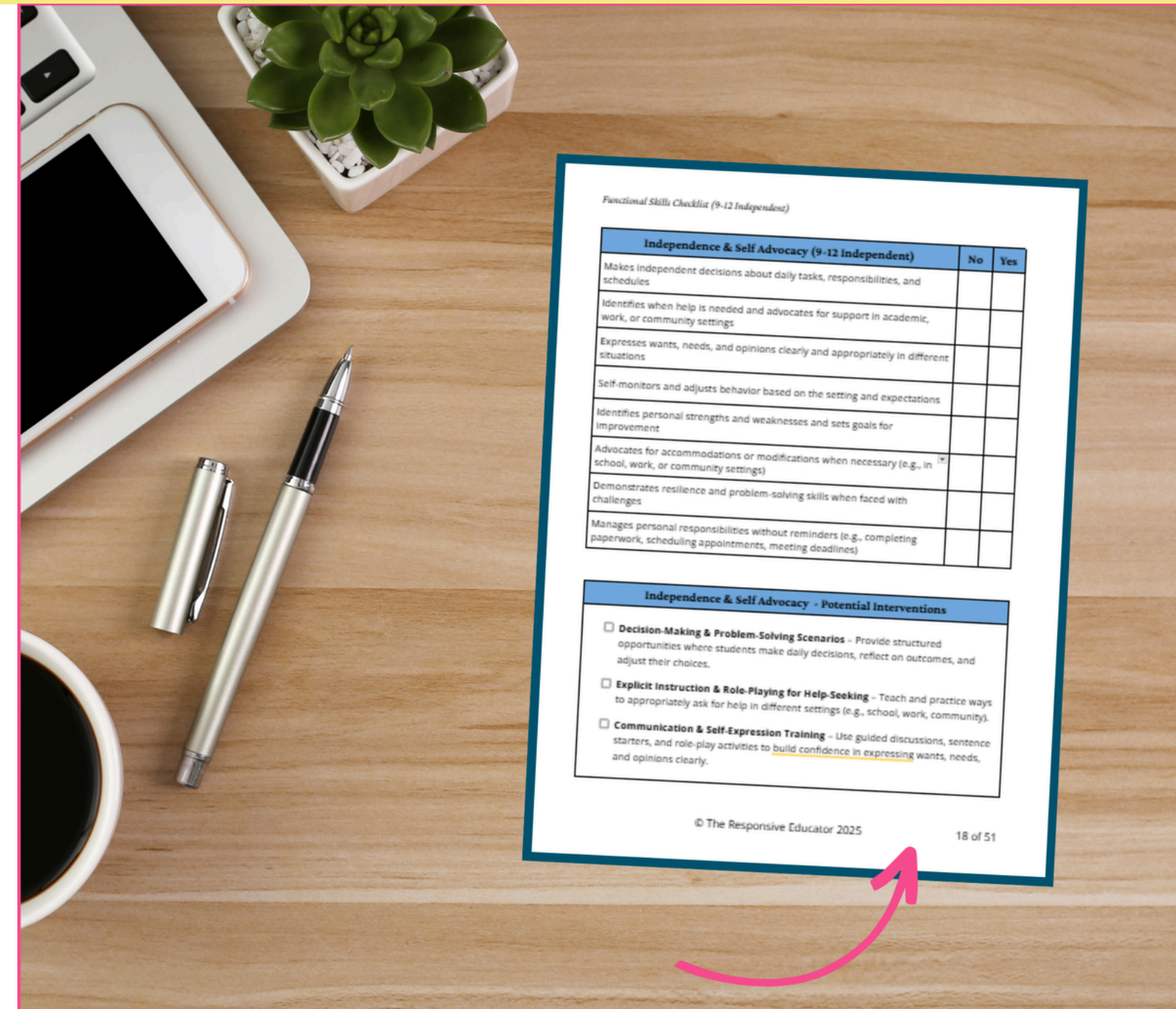
Support Required
IN = Independent V = Visual Prompt P = Verbal Prompts D = Direct Instruction
U = Unable R = Refused

Date	Performance Level	Support Required	Notes

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STUDENTS WITH FUNCTIONAL SKILLS DELAYS STRUGGLE WITH PARTICIPATING FULLY IN SCHOOL

- Structured way to assess and address these essential skills
- Pre-written sample goals aligned with functional skill development
- Targeted intervention strategies to reinforce skill acquisition
- Digital and Printable Options! Easy to edit and reuse!



Easy to use and reuse!

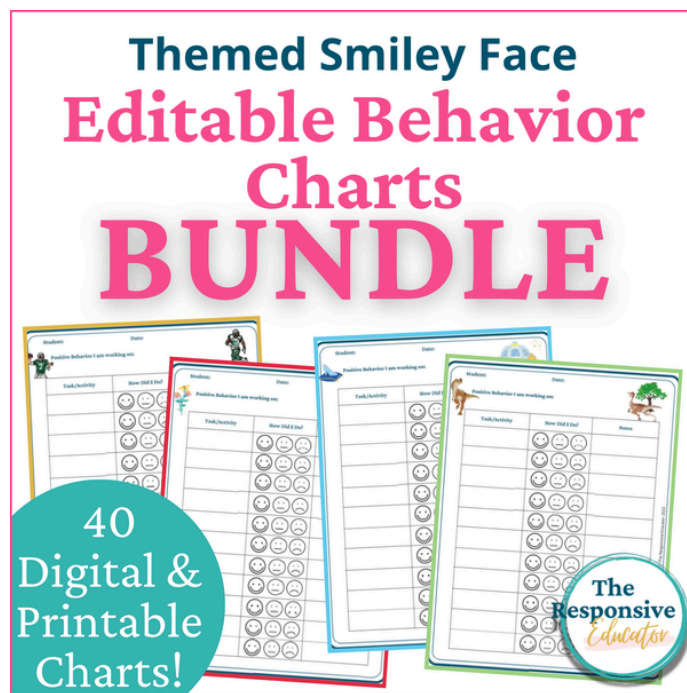
Why do I need this?

- ★ Simplifies the process of identifying and addressing student needs
- ★ Save time with pre-written goals and interventions
- ★ User-friendly format - organized by skill area
- ★ Help your students meet their goals and develop better functional skills that will help them thrive in all areas of life!

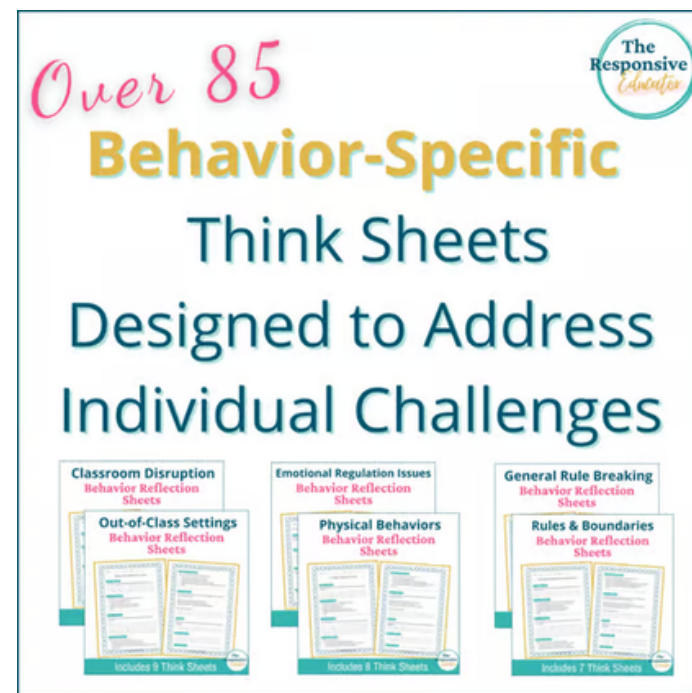


Looking for More Behavior Supports?

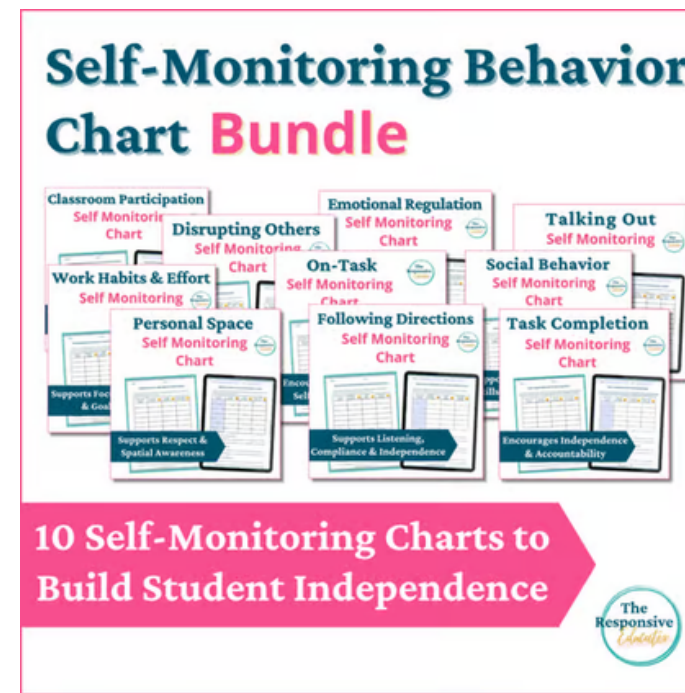
Behavior Charts Bundle



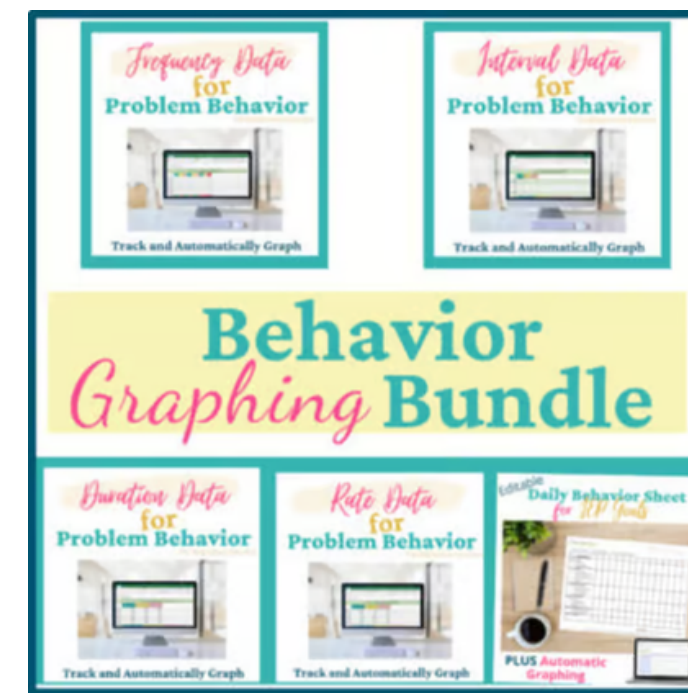
Behavior Think Sheets



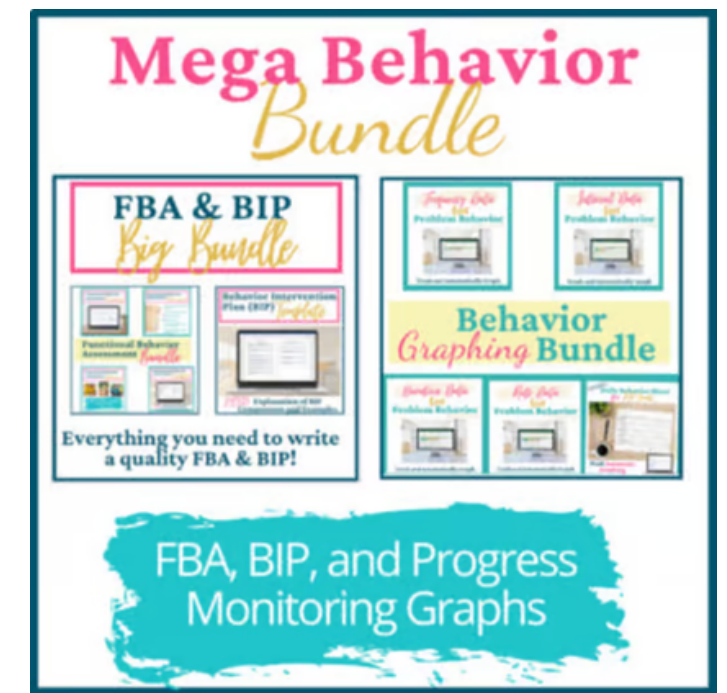
Self-Monitoring Charts



Behavior Graphing Bundle



MEGA Behavior Bundle



Follow my store for updates on growing bundles and behavior supports!

