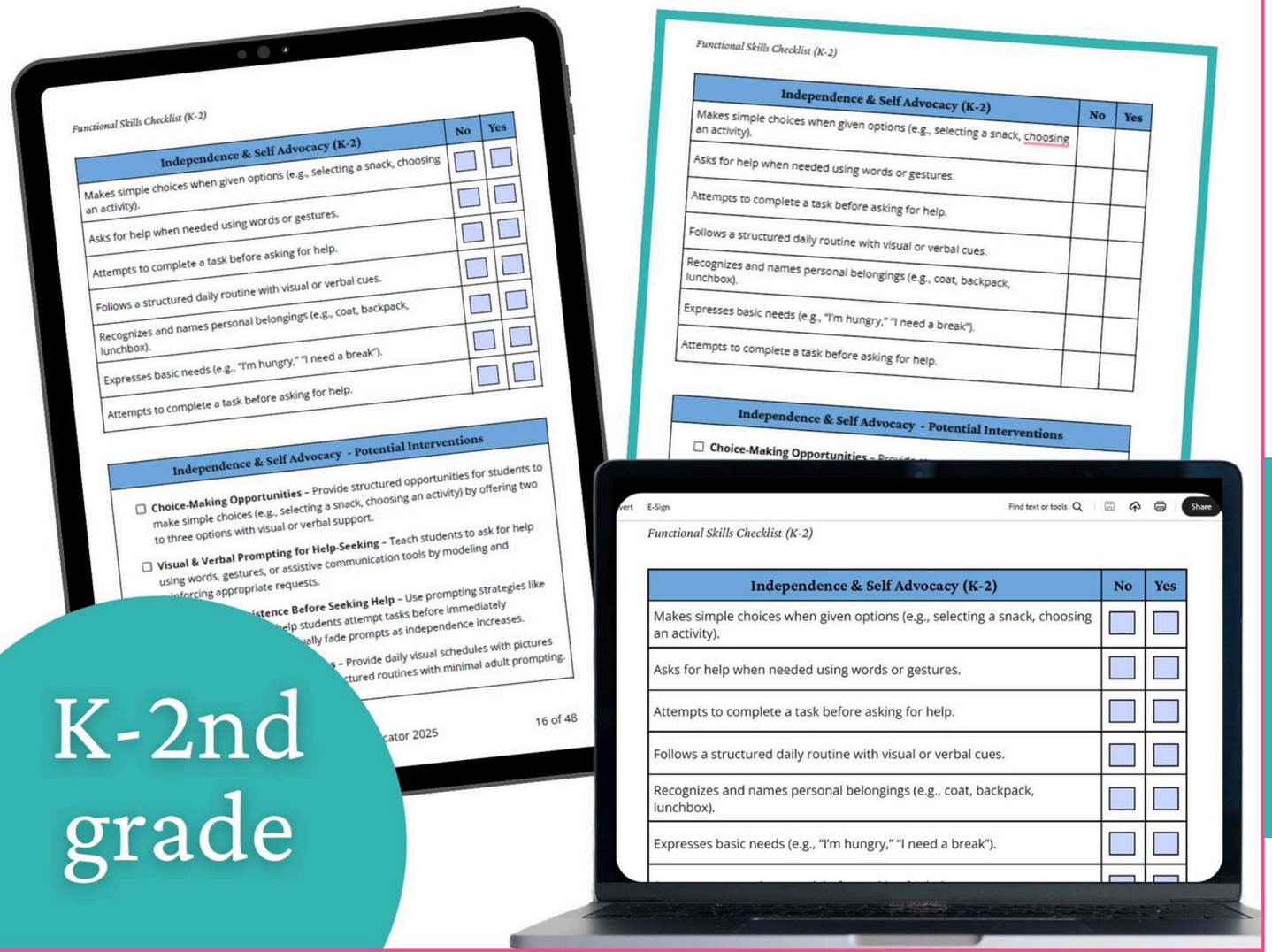
Functional Skills
Student Checklist

The Responsive Educator



K-2nd grade

- Covers 13 Areas of Functional Living Skills
- Targeted Interventions for **K-2nd Grade**
- Plus Tailored, Skill Building Goals

SCROLL
to take a look inside!

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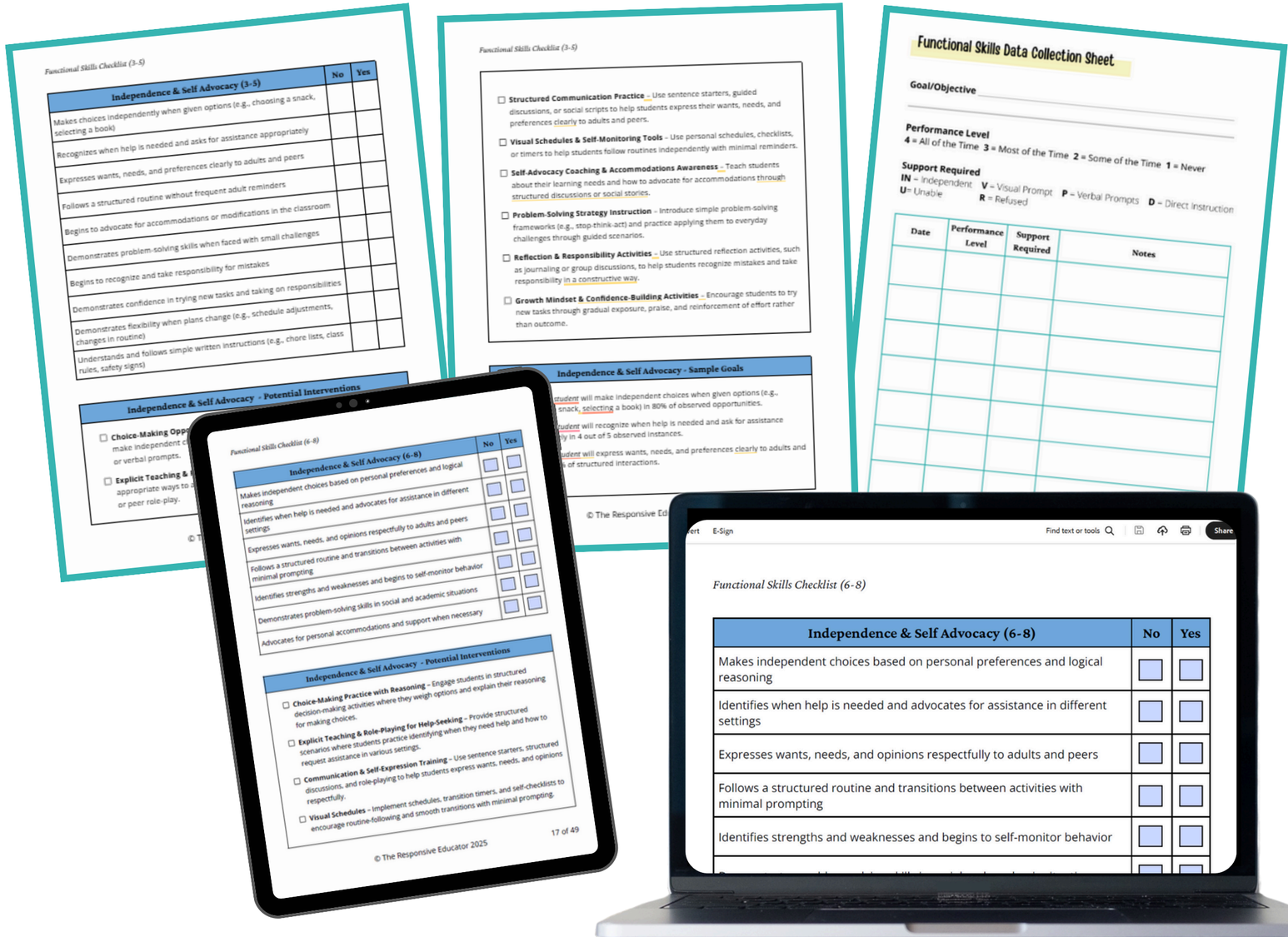
Use for IEPs / FBAs / BIPs

Ideal For:

- Special Education Professionals
- School Psychologists
- Behavior Specialists



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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

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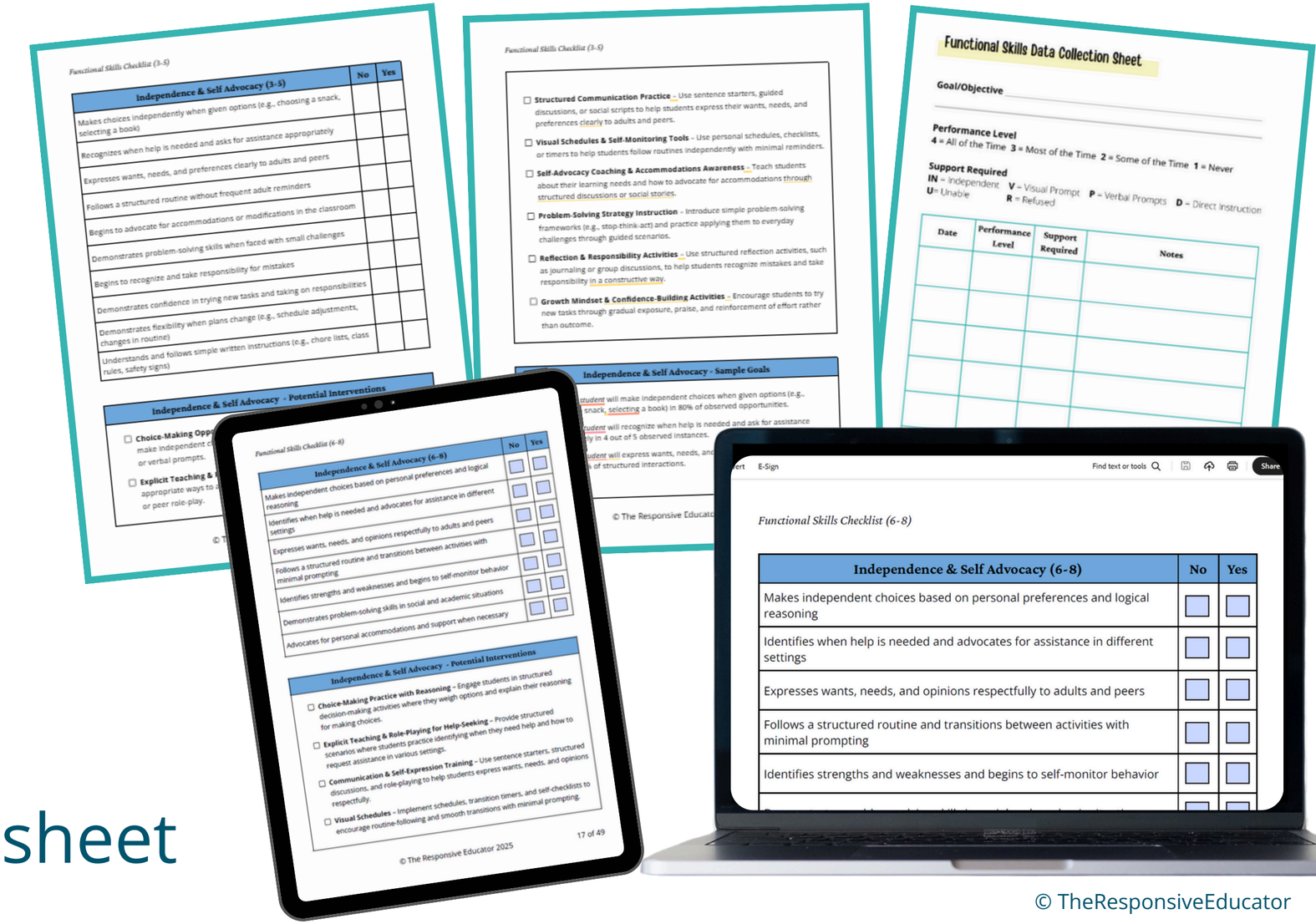
How to Use This Resource

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



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Detailed View

Functional Skills Checklist (3-5)

Independence & Self Advocacy (3-5)	No	Yes
Makes choices independently when given options (e.g., choosing a snack, selecting a book)		
Recognizes when help is needed and asks for assistance appropriately		
Expresses wants, needs, and preferences clearly to adults and peers		
Follows a structured routine without frequent adult reminders		
Begins to advocate for accommodations or modifications in the classroom		
Demonstrates problem-solving skills when faced with small challenges		
Begins to recognize and take responsibility for mistakes		
Demonstrates confidence in trying new tasks and taking on responsibilities		
Demonstrates flexibility when plans change (e.g., schedule adjustments, changes in routine)		
Understands and follows simple written instructions (e.g., chore lists, class rules, safety signs)		

Independence & Self Advocacy - Potential Interventions

- ☐ **Choice-Making Opportunities** – Provide structured opportunities for students to make independent choices (e.g., selecting a snack, choosing an activity) with visual or verbal prompts.
- ☐ **Explicit Teaching & Role-Playing for Help-Seeking** – Model and practice appropriate ways to ask for assistance when needed, using verbal scripts, visuals, or peer role-play.

Student Skill Checklist

Targeted Interventions

Tailored Goals

Functional Skills Checklist (3-5)

- ☐ **Structured Communication Practice** – Use sentence starters, guided discussions, or social scripts to help students express their wants, needs, and preferences clearly to adults and peers.
- ☐ **Visual Schedules & Self-Monitoring Tools** – Use personal schedules, checklists, or timers to help students follow routines independently with minimal reminders.
- ☐ **Self-Advocacy Coaching & Accommodations Awareness** – Teach students about their learning needs and how to advocate for accommodations through structured discussions or social stories.
- ☐ **Problem-Solving Strategy Instruction** – Introduce simple problem-solving frameworks (e.g., stop-think-act) and practice applying them to everyday challenges through guided scenarios.
- ☐ **Reflection & Responsibility Activities** – Use structured reflection activities, such as journaling or group discussions, to help students recognize mistakes and take responsibility in a constructive way.
- ☐ **Growth Mindset & Confidence-Building Activities** – Encourage students to try new tasks through gradual exposure, praise, and reinforcement of effort rather than outcome.

Independence & Self Advocacy - Sample Goals

- By [date], *student* will make independent choices when given options (e.g., choosing a snack, selecting a book) in 80% of observed opportunities.
- By [date], *student* will recognize when help is needed and ask for assistance appropriately in 4 out of 5 observed instances.
- By [date], *student* will express wants, needs, and preferences clearly to adults and peers in 80% of structured interactions.

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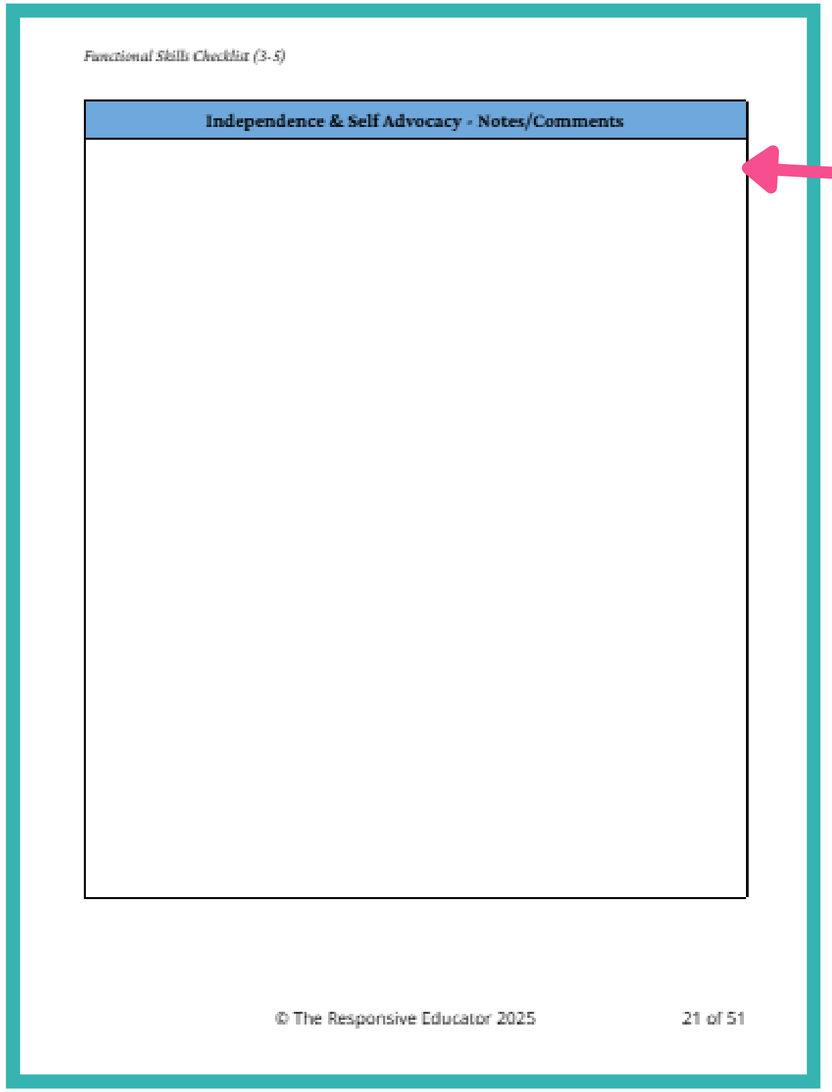
Detailed View



Functional Skills Checklist (3-5)

Independence & Self Advocacy - Notes/Comments

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Notes/ Comments

Optional Tracking Sheet (print or digital)

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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