

## Mini-Map for EE.LS.1

Subject: Life Skills

Domain: Daily/Independent Living



### Learning Outcome

Essential Element	Objective 1.a
<b>EE.LS.1</b> The student will take care of their personal needs through appropriate daily living activities.	a. The student will take care of their grooming and personal needs.  *There is no corresponding Oklahoma Academic Standard for this domain.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance and supports, the student will identify by matching grooming objects or pictures of taking care of personal needs.	With assistance, the student will engage in simple grooming and personal needs with visual or verbal prompts.	With guidance, the student will follow a checklist of their personal hygiene and care routines.	The student will independently complete all personal hygiene and care routines.

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## Mini-Map for EE.LS.1

Subject: Life Skills

Domain: Daily/Independent Living



### Learning Outcome

Essential Element	Objective 1.b
<b>EE.LS.1</b> The student will take care of their personal needs through appropriate daily living activities.	b. The student will dress themselves for their day.  *There is no corresponding Oklahoma Academic Standard for this domain.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance and supports, the student will select clothes or indicate their preference of clothing.	With assistance, the student will put on clothes with minimal assistance.	With guidance, the student will choose between two outfits and get dressed, with minimal prompting.	The student will independently dress themselves while selecting appropriate outfits for their day/weather.

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July 2023

## Mini-Map for EE.LS.1

Subject: Life Skills

Domain: Daily/Independent Living



### Learning Outcome

Essential Element	Objective 1.c
<b>EE.LS.1</b> The student will take care of their personal needs through appropriate daily living activities.	c. The student will select their meals daily.  *There is no corresponding Oklahoma Academic Standard for this domain.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance, using visual, or auditory, or other supports, the student will select preferred food items from a variety of options.	With assistance, the student will select their meal daily.	The student will use visual or other supports to build a balanced meal.	The student will independently select balanced meal options and utensils needed for the meal.

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July 2023

## Mini-Map for EE.LS.2

Subject: Life Skills

Domain: Daily/Independent Living



### Learning Outcome

Essential Element	Objective 2.a
EE.LS.2 The student will safely perform independent living tasks aligned to a home setting.	a. The student will complete household chores.  *There is no corresponding Oklahoma Academic Standard for this domain.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance using visual, or auditory, or other supports, the student will identify the cleaning supplies and equipment, including their use.	With guidance, the student will demonstrate completing household chores.	The student will follow a checklist to complete their chores.	The student will independently complete household chores.

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July 2023

## Mini-Map for EE.LS.2

Subject: Life Skills

Domain: Daily/Independent Living



### Learning Outcome

Essential Element	Objective 2.b
EE.LS.2 The student will safely perform independent living tasks aligned to a home setting.	b. The student will use household tools and appliances safely.  *There is no corresponding Oklahoma Academic Standard for this domain.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance, using visual, or auditory, or other supports, the student will identify household tools and appliances.	With assistance and step-by-step instruction, the student will demonstrate how to use simple household tools and appliances safely.	With guidance, the student will follow a checklist when operating household tools and appliances safely.	The student will independently use household tools and appliances safely.

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## Mini-Map for EE.LS.3

Subject: Life Skills

Domain: Daily/Independent Living



### Learning Outcome

Essential Element	Objective 3.a
EE.LS.3 The student will identify and apply money management skills.	a. The student will identify the various methods to make a purchase (e.g., identify currency, make change, write a check, use a debit/credit card, or app etc.).  *There is no corresponding Oklahoma Academic Standard for this domain.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance, using visual, or auditory, or other supports, the student will identify coins, bills, and their values.	With assistance, the student will identify different purchasing methods and their steps of completion (e.g., debit/credit card, cash, check, app).	With guidance, the student will make small purchases by identifying the cost of an item and using their preferred method of payment with adult support.	The student will independently select items for purchase and pay with money, debit/credit card or app and receive change if applicable.

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## Mini-Map for EE.LS.3

Subject: Life Skills

Domain: Daily/Independent Living



### Learning Outcome

Essential Element	Objective 3.b
EE.LS.3 The student will identify and apply money management skills.	b. The student will identify and apply banking transactions.  *There is no corresponding Oklahoma Academic Standard for this domain.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance and supports, the student will identify banking terms (e.g., deposit, withdrawals, debit, etc.) and their purpose.	With assistance, the student will identify basic elements of a bank account, such as an account number, bank statement, balance, and transaction.	With guidance, the student will demonstrate through role-playing basic banking transactions, such as depositing and withdrawing money, or transferring funds.	The student will independently identify and categorize different types of banking transactions (e.g., deposits, withdrawals, and fees).

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## Mini-Map for EE.LS.4

Subject: Life Skills

Domain: Social Skills



### Learning Outcome

Essential Element	Objective 4.a
EE.LS.4 The student will display appropriate behaviors and social skills when interacting with others.	a. The student will follow social norms when communicating with others.  *There is no corresponding Oklahoma Academic Standard for this domain.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance, using visual, or auditory, or other supports, the student will role-play social norms used to communicate with others (e.g., turn taking, tone of voice, volume, proximity, handshaking, etc.).	With assistance and modeling using visual or other supports, the student will practice following social norms when interacting with another person.	The student will initiate a conversation following social norms with adult guidance.	The student will independently initiate social norms during interactions and maintain friendships.

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## Mini-Map for EE.LS.4

Subject: Life Skills

Domain: Social Skills



### Learning Outcome

Essential Element	Objective 4.b
EE.LS.4 The student will display appropriate behaviors and social skills when interacting with others.	b. The student will use strategies taught to maintain appropriate behavior in social settings.  *There is no corresponding Oklahoma Academic Standard for this domain.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance, using visual, or auditory, or other supports, the student will identify emotions and behaviors that are appropriate in specific social settings.	With assistance and modeling, the student will practice strategies to improve their behavior in specific social settings and situations.	The student will attend a social event and use appropriate behavioral strategies with minimal adult prompting.	The student will independently attend a social event using appropriate behavioral strategies.

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## Mini-Map for EE.LS.4

Subject: Life Skills

Domain: Social Skills



### Learning Outcome

Essential Element	Objective 4.c
EE.LS.4 The student will display appropriate behaviors and social skills when interacting with others.	c. The student will navigate various public settings with appropriate communication and behavior.  *There is no corresponding Oklahoma Academic Standard for this domain.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance and supports, the student will use visual or auditory schedules and/or social stories to prepare for outings with peers.	With assistance and role-playing, the student will interact with others to navigate various public settings with appropriate communication and behavior.	With adult guidance and supports, the student will navigate a public setting using appropriate communication and behavioral strategies.	The student will independently navigate public settings using appropriate communication and behavioral strategies.

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## Mini-Map for EE.LS.4

Subject: Life Skills

Domain: Social Skills



### Learning Outcome

Essential Element	Objective 4.d
EE.LS.4 The student will display appropriate behaviors and social skills when interacting with others.	d. The student will use problem solving skills to address conflicts.  *There is no corresponding Oklahoma Academic Standard for this domain.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance and supports, the student will use sensory tools or objects to help self-regulate during conflicts.	With assistance and modeling, the student will choose ideas for resolving conflicts.	The student will use basic problem-solving steps to address conflicts, such as identifying the problem, thinking of solutions, and trying a solution to resolve the situation.	The student will independently apply problem-solving skills in various settings to address conflicts to resolve the situation.

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## Mini-Map for EE.LS.5

Subject: Life Skills

Domain: Community Participation



### Learning Outcome

Essential Element	Objective 5.a
EE.LS.5 The student will participate in the community appropriately and safely.	a. The student will follow safety signs and navigate public places.  *There is no corresponding Oklahoma Academic Standard for this domain.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance, using visual, or auditory, or other supports, the student will match basic safety signs or auditory sounds that are found in public places (e.g., don't walk, walk, or stop signs, pedestrian crossing signs, or restroom signs, etc.).	With assistance and modeling or role-playing, the student will follow basic safety signs.	The student will identify and respond to safety instructions in different settings or when participating in community outings.	The student will independently navigate in public places using safety signs while maintaining awareness of their surroundings.

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## Mini-Map for EE.LS.5

Subject: Life Skills

Domain: Community Participation



### Learning Outcome

Essential Element	Objective 5.b
EE.LS.5 The student will participate in the community appropriately and safely.	b. The student will follow emergency procedures to stay safe in various situations.  *There is no corresponding Oklahoma Academic Standard for this domain.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance, using visual, auditory, or other supports, the student will practice the different emergency procedural steps, (such as fire drills, lockdown drills, or evacuation protocols, etc.) using simple language and visuals.	With assistance and modeling, the student will follow emergency procedures.	Using a checklist, the student will follow the steps for different emergency procedures.	The student will independently follow emergency procedures in various situations.

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## Mini-Map for EE.LS.5

Subject: Life Skills

Domain: Community Participation



### Learning Outcome

Essential Element	Objective 5.c
EE.LS.5 The student will participate in the community appropriately and safely.	c. The student will locate resources to find community events to attend safely.  *There is no corresponding Oklahoma Academic Standard for this domain.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance and supports, the student will select community events matched to their interests using simple language and/or visuals or other supports.	With assistance and modeling, the student will use simple keyword searches and select at least one event matched to their interests.	With adult support, the student will select and attend an event of interest in the community safely.	The student will independently select and attend a community event of interest while maintaining awareness of their surroundings.

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## Mini-Map for EE.LS.5

Subject: Life Skills

Domain: Community Participation



### Learning Outcome

Essential Element	Objective 5.d
EE.LS.5 The student will participate in the community appropriately and safely.	d. The student will identify and use various modes of transportation in the community safely.  *There is no corresponding Oklahoma Academic Standard for this domain.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance, using visual, auditory, or other supports, the student will identify and match different modes of transportation available in the community.	With assistance and role-playing, the student will select and use different modes of transportation in the community while demonstrating basic safety awareness.	With adult support, the student will select and use one mode of transportation to navigate around the community safely.	The student will independently select and use preferred modes of transportation safely in the community (e.g., apps or resources to check schedules and or delays, etc.).

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## Mini-Map for EE.LS.6

Subject: Life Skills

Domain: Self-Determination/Self-Advocacy



### Learning Outcome

Essential Element	Objective 6.a
EE.LS.6 The student will manage their schedule, advocate for themselves, and seek help from others when needed.	a. The student will manage their schedule.  *There is no corresponding Oklahoma Academic Standard for this domain.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance, the student will use a visual or an audio schedule to manage their day.	With instruction, the student will use a calendar to manage their schedule.	The student will follow a checklist to plan and implement their daily schedule.	The student will independently plan and follow their daily schedule, including setting reminders for appointments.

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## Mini-Map for EE.LS.6

Subject: Life Skills

Domain: Self-Determination/Self-Advocacy



### Learning Outcome

Essential Element	Objective 6.b
EE.LS.6 The student will manage their schedule, advocate for themselves, and seek help from others when needed.	b. The student will use strategies to advocate for themselves in different situations.  *There is no corresponding Oklahoma Academic Standard for this domain.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance and supports, the student will identify their own emotions and needs by using auditory or visual cues (e.g., picture cards, a feelings chart, tone of voice, etc.).	With assistance, the student will express their needs, opinions, and preferences.	The student will demonstrate self-advocacy by asking for what they need or want.	The student will independently use self-advocacy strategies to request accommodations and inform others about their disability in educational settings or other environments.

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## Mini-Map for EE.LS.6

Subject: Life Skills

Domain: Self-Determination/Self-Advocacy



### Learning Outcome

Essential Element	Objective 6.c
EE.LS.6 The student will manage their schedule, advocate for themselves, and seek help from others when needed.	c. The student will seek help from safe individuals when needed.  *There is no corresponding Oklahoma Academic Standard for this domain.

### Linkage Level Descriptions

Emerging	Approaching the Target	At Target	Advanced
With assistance, using visual, or auditory, or other supports, the student will identify trusted individuals, such as parents, teachers, mentors, or first responders.	With assistance, the student will select the best individual to assist them given a specific problem.	With guidance, the student will use a list of safe individuals, then given various scenarios will select who they should ask for help.	The student will independently seek help from a safe individual.

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