

***Curriculum Content
Developing Functional Skills
Across the Spectrum***



Contents

· Introduction	2
· Community Access	3
· Social Skills	3
· Domestic Skills	4
· Self-Help Skills	4
· Health and Diet	5
· Recreation Skills	5
· Communication Skills	6
· Numeracy and Technology	6

Miraa House is an exciting facility created to make independence real and achievable for young women with special needs. The overall goal of this centre is to empower clients in realising their existing abilities while working towards developing their strengths across all areas of daily living, so that they may function independently in the community.

The limited number of enrolled clients provides an intimate learning environment in which Clients can actively contribute to their own learning process. The curriculum content goes beyond the conventional classroom setting, and into the wider community to encourage real life opportunities for generalisation of skills.

The framework of developing and implementing effective curriculum content goes beyond this single document to consider individual learning programs and clients progress reports, as well as clients and parental inputs. Together we will promote self-advocacy, self-awareness, problem solving and social skills to enhance each client's self-esteem and independence.

The *Miraa House* team consists of experienced and enthusiastic staff members who are eager to assist young women in reaching happiness through personal growth and greater independence. The caring staff members are committed to developing client's competence and confidence in academic, social, recreational, health, and self-help skills. Clients at *Miraa House* will be treated with patience and respect, while being provided with every opportunity to demonstrate their abilities in a welcoming and enjoyable learning environment.

Making Independence Real and Achievable for young women.

► **Community Access and Social Skills**

Community Access

Community access sessions are vital to the development growth of an individual, as familiarising clients with community environments encourages generalisation of procedures for travelling, appropriate behaviour, and safety requirement. Immersing clients in common, family orientate environments can also assist in transition from the family home to recreation settings outside school hours.

Possible Areas of Emphasis:

- **Public Libraries**
 - Locating, selecting and borrowing books of interest
 - Lining up in a queue and waiting appropriately
 - Presenting library loan card
 - Returning borrowed items
- **Shopping Centres**
 - Staying with the group
 - Moving through the centre appropriately
 - Identifying significant stores
 - Retrieving items from grocery stores
 - Money handling skills
 - Demonstrating appropriate social behaviours
 - Time management
- **Transport**
 - **Private Vehicles**
 - ~ Fasten seat belt
 - ~ Travel safely
 - ~ Observe location and direction
 - **Walking**
 - ~ Staying with the group
 - ~ Walking at a safe pace
 - ~ Road safety
 - ~ Recognising road signs
- **Dining Out**
 - Lining up in a queue and waiting appropriately
 - Making a choice
 - Placing an order
 - Money handling skills
 - Interacting appropriately with restaurant staff
 - Waiting
 - Consuming products with manners
- **Bowling, Movies, Public Swimming Pools, Parks, Attractions and other Recreational Settings**
 - Turn taking and sharing
 - Demonstrating appropriate social behaviours
 - Money handling skills
- **Bike Riding**
 - ~ Road safety
 - ~ Safety equipment (helmet, reflector, lights)
- **Public Transport**
 - ~ Recognising road signs
 - ~ Travel safely
 - ~ Purchasing tickets
 - ~ Observe location and director
 - ~ Interpret timetables
 - ~ Plan and complete journeys

Social Skills

In order for individuals to become active members of the community they need to be familiar with appropriate routines of behaviour for social settings. In addition to this, they need to be able to demonstrate and generalise such appropriate behaviours across a range of social skills.

Possible Areas of Emphasis:

- **Routines**
 - Becoming familiar with routines
 - Adapting to change
 - Reducing sensitivity
 - Making choices
- **Social Conventions**
 - Greetings (initiating responding)
 - Turn talking
 - Manners and politeness
- **Cooperation**
 - Listening and following directions
 - Requesting from peers
 - Following directions from peers and adults
 - Sharing objects and events of interest
- **Emotional Development**
 - Relationships
 - Self management of behaviour
- **Behaviour Management**
 - Listening
 - Eye contact
 - Sitting
 - Waiting
 - Appropriate expression of feelings
 - Understanding self and other's emotions
 - Managing conflict, anger and frustration
 - Volume of vocalisations
 - Manners and politeness

► **Domestic and Self-Help Skills**

Domestic Skills

Providing clients with the opportunity to learn and practise a range of domestic skills will be incorporated into the weekly schedule with the hope of developing self-efficient individuals. Increasing the client's awareness of the duties necessary in maintaining a comfortable living environment will ultimately extend their level of independence.

Possible Areas of Emphasis:

- Preparing Meals
 - Planning and following recipes
 - Food selection and preparation
 - Cooking food
- Setting the Table
- Washing and Drying Dishes
- Making Beds
- House Cleaning and Maintenance
 - Sweeping, vacuuming and mopping
 - Window cleaning
 - Dusting
- Gardening
 - Weeding
 - Planting
 - Lawn care
 - Watering
 - Establishing a vegetable patch
- Home Economics
 - Sewing

Self-Help Skills

The area of self-help skills emphasises the need for self-awareness of personal hygiene and appearance while developing self-esteem and independence of personal self-care tasks.

Possible Areas of Emphasis:

- Hygiene Routines
 - Showering and bathing
 - Washing hair, hands and face
 - Toileting and menstruation management
 - Oral care
- Grooming
 - Hair brushing
 - Dressing and undressing self
 - Shaving
- Self Organisation
 - Self behaviour management
 - Time management
 - Problem solving
 - Readiness
 - Identifying and locating personal belongings
- Safety and Responding to Hazards
- Electrical
 - ~ Power Points
 - ~ Extension Cords
 - ~ Power Boxes
 - ~ Power Lines
 - ~ Liquids
- Heat
 - ~ Domestic Arena (cooking, ironing)
 - ~ Technology
- Road
 - ~ Awareness of traffic
 - ~ Road safety rules
- Chemical
 - ~ Using with caution (cleaning products, medication)
- Health services
 - Doctor, Dentist, Hairdresser

Health, Diet and Recreation Skills

Health and Diet

The health and diet strand of this curriculum is designed to guide clients in making informed choices to establish a healthy lifestyle.

Possible Areas of Emphasis:

- Exercise and Physical Activity
 - Fitness
 - Gross motor coordination
 - ~ Balance
 - ~ Hand-eye coordination
 - ~ Strengthening
 - Team skills
 - Problem solving
- Healthy Eating
 - Nutrition
 - Appropriate portions
 - Variety
 - Exposure to unfamiliar flavours and textures
- Body Functions
 - Sex education
 - Menstruation cycle

Recreation Skills

Encouraging client's participation in creative expression, play and recreational activities aims to develop their self-esteem and teamwork skills, as being able to independently initiate recreational activities is a valuable skill.

Possible Areas of Emphasis:

- Assembling puzzles, Board Games
- Movies, Television, Reading
- Playing Computer Games
- Play
 - Exploratory play
 - Imaginative play
- Music, Dance and Drama
 - Rhythm
 - Creative movement
 - Dance
 - Singing and vocalisation
 - Instruments
 - Participation
 - Team skills
- Visual Art and Craft
 - Forming patterns
 - Fine motor skills
 - ~ Gluing
 - ~ Cutting
 - ~ Painting
 - Visual perception
- Sensory Development
 - Touch
 - Auditory
 - Visual
 - Taste
 - Smells
 - Movement

Communication, Numeracy and Technology Skills

Communication Skills

The development of communication skills is a fundamental building stone to social integration and competence. These skills will be taught and practiced within formal learning sessions and incidental, informal settings across all learning environments.

Possible Areas of Emphasis:

- Expressive
 - Conversational skills
 - Sentence structure
 - Sharing information
 - Body language
 - Facial expressions
 - Conventional non-verbal gestures
 - Requesting
 - Commenting
 - Questioning
- Receptive (listening and understanding)
 - Gaining information
 - Following instructions
- Non-Verbal and Verbal
 - Responding to directional cues
- Reading and Writing
 - Recognise and interpret functional signs in a variety of environment
 - Fine motor skills (handwriting)
 - Letter and word recognition
 - Sentence structure
- Speech and Orometer Exercises

Numeracy and Technology

Within our society of ever increasing technology, skills in numeracy and the use of technology is essential in preparing our clients for their future living environments.

Possible Areas of Emphasis:

- Number Skills
 - Concept skills
 - Measurement
 - Patterns
 - Spatial awareness
 - Money handling
- Vocational Technology
 - Telephone
 - Mobile phone
 - Public phones
 - Fax machine
 - Photocopier
- Computer Skills
 - Keyboard (typing), mouse, screen
 - Internet skills
 - Email
- Domestic Technology
 - Microwave
 - Dishwasher
 - Oven and hot plates
 - Washing machine
 - Vacuum
 - Hair dryer
 - Electric toothbrush
 - Iron
 - Alarm clock
 - Air conditioner and heater
- Entertainment Technology
 - Television
 - CD player
 - DVD player
 - Computer games
- Community Technology
 - Lifts
 - Traffic lights
 - Ticket vending machines
 - Bank ATM's