

University of the Philippines – Diliman

College of Education

In Partial Fulfillment of the Requirements in

EDSP 107

(Curricular and Instructional Planning for Learners with Special Needs)

MATRIX OF DISABILITIES

Disabilities, Educational Goals, Curricular Priorities, and Sample Lessons

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Disability	Educational Goals	Curricular Priorities	Sample Lessons
Hearing Impairment / Deaf	Expanded General Education	Math	Understanding the different geometrical theorems through the use of visual aids.
		Science	Actively participating in scientific laboratory experiments.
		Language	Writing a summary of a short story read to assess his/her comprehension of the text.
		Social Studies	Participating in a skit which exhibits the struggles of the Filipino during the Martial Law.
		Literacy skill development	Signed reading.
		Deaf studies	Learning about Deaf Culture and its history.
		Speechreading	Perceiving what a character from an American TV series (e.g. Modern Family, Community) is saying by observing the movement of his/her lips.
	Fingerspelling	Memorizing the alphabet using sign language.	
	Language	Vocabulary development	Using the dictionary to get the meaning of unfamiliar words used in the text.
		Attaching definition/s to word	Using context clues to find the meaning of words new to him/her.
		Functional use of speech (for students with hard hearing)	Uttering comprehensible phrases or sentences which display what s/he needs or desires.
		Pragmatics of language	Giving praises on the performance of his/her classmate or constructive criticisms to improve on his/her classmate's performance.
		Sign language	Introducing him/herself to the class through Filipino Sign Language (FSL).
	Social Interaction	Improving maturity	Accepting the opinions of others, even though if it contradicts with his/her own opinion, on current national issues.
		Developing social skills or manners appropriate for social gatherings	Knowing basic table manners appropriate during formal gatherings.
		Understanding social cues	Determining whether the facial expression of the one s/he is conversing with shows hint of approval or disapproval.
		Coping with the environment	Knowing basic information and interests of his/her classmates by initiating a conversation with them.
		Participating in class activities	Sharing ideas with the class about the topic being discussed.
		Making friends with others	Inviting classmates to eat lunch together.
	Transition Planning	Self-determination	Making decisions, may they be simple or complicated, all by him/herself.

		Self-advocacy	Sharing experiences s/he underwent as an individual with hearing impairment and how s/he uses these experiences to uplift him/her as member of the community.
		Self-knowledge and awareness	Understanding the Deaf Culture and instilling the values and beliefs posed by the said culture (e.g. valuing groups, opposing discrimination, etc.).
		Pursuing further studies	Developing effective study techniques and efficient communication skills to make his/her life easier while taking up postsecondary education.
		Pursuing a job after college	Attending internship and apprenticeship programs before getting into a real job as a means of preparation.
Visual Impairment / Blind	Expanded General Education	Math	Using talking calculators to solve an algebraic expression.
		Science	Understanding the concept of force through experiential learning.
		Language	Imitating the teacher (serving as good language model) for the pronunciation of new vocabulary terms through sound recognition.
		Social Studies	Listening to documentaries featuring the Philippine heroes during the Spaniards-Occupation Era.
		Compensatory skills	Arranging the materials needed for the art class on the table and memorizing where these materials are located.
		Visual efficiency skills	For students with low vision, focusing attention on the on just relevant tasks and stimuli in the environment.
		Literacy skills	Reading, through Braille, from left to right and from top to bottom.
		Braille skills	Using slate and stylus and writing the alphabet in Braille.
		Listening skills	Developing auditory closure (“filling in” portions of a speaker’s message that may not have been heard clearly).
	Language	Pragmatics of language	Waiting for his/her turn when having a conversation with someone.
		Preverbal skills	Finding out where to face when someone is talking by following the speaker’s voice.
		Associating words with concepts	Explaining an abstract concept after reading a text or a story about that concept (e.g. love, freedom).
		Generating various word meanings	Providing, through the use of context clues, the different definition of a certain word (e.g. <i>can</i>).
	Social Interaction	Interaction with other peers	Sharing school materials with classmates during art activities.
		Making friends with other people, sighted or not	Maintaining conversation with someone who talks with him/her.

		Assessing own social competence	Finding a peer model who would provide feedbacks on the social skills s/he exhibited during conversations.
		Preventing sense of isolation	Finding a group of friends which will be his/her <i>barkada</i> in school.
	Orientation and Mobility	Wayfinding	Navigating from one place to another (e.g. in school, from classroom to the washroom)
		Being aware of the physical arrangement of the room	Knowing where the different furniture, entrance and exits, and flight of stairs are located.
		Estimation of space	Being aware of the number of steps needed to reach the door from his/her current location.
		Developing a mental map of the room's layout	Memorizing the paths which are safe to pass through and retracing it from memory.
		Indoor and outdoor cane skills	Learning the basic skills needed in using a white cane.
		Protective techniques	Using white cane to recognize if there are steps, or even holes, on the way.
		Crossing streets	Knowing when and how to cross streets with assistance from others.
		Use of transportation	Riding a public bus with assistance from parents. Memorizing what public transports s/he is supposed to take to reach home from school.
		Daily Living Skills	Eating
	Grooming		Arranging his/her clothes, keeping all of his/her shirt, pants, shorts, and undergarments in separate compartments of the cabinet.
	Bathing		Knowing where the different toiletries (e.g. shampoo, soap, etc.) are located inside the bathroom.
	Toileting		Finding out if there is someone using the washroom.
	Transition Planning	Self-determination	Evaluating one's performance (e.g. assessing one's punctuality at school or on a job).
		Self-advocacy	Joining campaigns, such as putting Braille-translating machine to every SPED school in the country, which will uplift the accommodations in the education of blind or visually-impaired individuals.
		Self knowledge and awareness	Knowing about the cause of his being visually-impaired and being comfortable when talking about it with other people.
		Leisure and recreation	Using computers to play games intended for visually-impaired

			people OR using cellular phone to listen to music.
		Pursuing further studies	Selecting career choice and self-regulating performance in school or on a job (e.g. working without supervision).
		Pursuing a job after college	
		Vocational work	Executing the basic skills of massaging.
		Living independently	Managing both money and time.
Physical Disabilities (Cerebral Palsy)	General Education	Math	Using calculator to solve algebraic expressions.
		Science	Joining in scientific experiments with classmates.
		Language	Imitating what the teacher has said.
		Social Studies	Participating in a skit showing the life of Andres Bonifacio.
		Writing	Tracing big letters written on a chalkboard.
	Language	Speech – articulation	Reading Filipino words with 2 syllables (e.g. <i>bata, puno, mata</i>).
		Speech – fluency	Reading 3 sentences with the pattern <i>subject-transitive verb-indirect object-direct object</i> without assistant of teacher.
		Comprehension	Answering the questions posed by the teacher about the short story read.
	Social Interaction and Communication	Coping mechanism to communicate with others	If verbal communication is not probable, using board and marker OR technology-mediated communication devices to communicate with others.
		Positive self-concept	Writing all affirmation messages s/he received for that day to his/her daily journal.
		Building network of social relationships	Initiating small conversation with a peer or with a classmate.
		Social adjustment	Initiating conversation with classmates.
		Interacting with classmates	Participating actively with classmate/s during pair works or group activities.
	Motor Skills (Gross and Fine)	Walking	Walking around the classroom with assistance from the physical therapist or the teacher.
		Sitting	Sitting on a chair with back support and a chair with no back support.
		Keeping his/her balance	Balancing when standing with little assistance from therapist, teacher, or parents.
		Holding small objects	Holding and slightly squeezing a soft small ball.
		Controlling body movements	Copying the sentence (fitting inside the blue-red-blue lines) provided by the teacher in another paper.
	Mobility	Navigating the environment	Moving the wheelchair around the campus without assistant from someone.
		Handling and positioning	Finding a perfect spot where to stay during class discussion to optimize learning (i.e. no obstruction of sight, etc.).
Lifting, carrying, and transferring		Transferring from the wheelchair to the bed without assistance	

	Independence	Doing self-help skills independently	from anyone.	
		Working with school works independently	Combing his/her hair without or with less assistance from someone	
	Daily Living Skills and Personal Care	Eating	Researching for an academic paper assigned during the English class.	
		Grooming	Holding spoon and fork with tight grip.	
		Bathing	Tying the laces of his/her shoes.	
		Toileting	Holding the soap and using it when taking a bath.	
		Taking medications	Washing butt after defecating.	
	Transition Planning	Self-determination	Knowing when, how, and how much of the medication should s/he take.	
		Self-advocacy	Practicing autonomy or, specifically, recognizing areas in need of improvement and making adaptations to conform to school or work norms.	
		Self-knowledge	Choosing and joining organizations which uplift the condition of the physically-disabled individuals.	
		Pursuing further studies	Knowing all about cerebral palsy, and identifying the famous figures that have CP but still succeeded in their own line of field.	
		Pursuing a job after college	Developing efficient and effective study habits and techniques.	
	Speech and Language Impairment	Speech	Articulation	Finding a company or working area which will accommodate the needs of the individual with physical disability, making him/her work efficiently.
			Fluency	Observing a language model on how to sound out 2 similar-sounding letters (e.g. b and p, s and z), imitating him/her afterwards.
Language		Demonstrating grade-appropriate vocabulary understanding	Reciting a simple tongue twister (e.g. Peter Piper picked a pack of pickled pepper or Mellow Yellow).	
		Acquiring rules of spoken or written language	Providing the definition (using his/her own words) of 5 words found in the story read.	
Communication		Nominating a topic during a conversation	Analyzing closely the set of examples provided by the teacher during the discussion of the plural forms (irregular, e.g. leaf > leaves, loaf > loaves) of nouns.	
		Maintaining a topic in conversation	Creating a short skit which shows the meeting of two friends after very long time of not seeing each other.	
		Word retrieval during conversation	Elaborating more on the student's own choice of topic during the student-talking time.	
		Answering a cloze test (with teacher's assistance) which features two individuals talking on a phone and discussing a movie they recently watched.		

		Fitting conversation into social setting or context	Initiating conversation with peers about the activities done in the classroom or any event held in school for that week.
		Understanding nonlinguistic cues	Playing games (such as charades or pantomimes) which involve the use of body language, gestures, and facial expressions.
	Literacy	Matching letters to its sound	Pointing the letter which corresponds to the sound provided by the teacher.
		Discriminating sounds of different letters	Reading homographs, specifically oronyms properly (e.g. ice cream vs. I scream, real eyes vs. real lies vs. realize).
		Decoding words	Reading 10 words with C-V-C patterns.
		Decoding and comprehending sentences	Reading 5 sentences (with the pattern subject-transitive verb-indirect object-direct object) and answering the questions posed by the teacher after reading each sentence (e.g. Maria gives Mario a gift. What does Maria give to Mario?, etc.).
		Decoding and comprehending a complete text or story	Reading a 10-sentence story and answering questions on the character, setting, events, and lesson of the story.
Learning Disability (Dyslexia and Dysgraphia)	Academic Performance	Phonological awareness	Pronouncing the sounds of /s/ and /z/ and /b/, /p/, and /v/ properly.
		Sound-symbol correspondence	Writing the letter which matches the sound being provided by the teacher.
		Decoding	Reading the set of 10 words (with C-V-C pattern) correctly.
		Fluency	Reading a simple 5-sentence story.
		Vocabulary development	Unlocking difficult words which are found in the story the class is supposed to read.
		Spelling	Writing the correct spelling of the commonly misspelled words said by the teacher.
		Comprehension	Reading a shorter part of a longer story (which will gradually be read by the student wholly) and describing what happened in that part of the story.
		Encoding	Writing the words (with C-V-C patterns) said by the teacher.
		Writing process	Understanding and explaining through his/her own words
		Writing strategies	Using his/her own writing strategy to compose an essay about his/her summer vacation.
		Monitoring errors for oral and written use of language	Proofreading his/her own composition for minor or major mistakes in grammar, spellings, or word choice.
	Study Skills	Listening	Following the verbal instructions given by the teacher.
		Note-taking	Using pictures or drawings to symbolize a concept or topic discussed in class.
		Comprehension strategies	Answering follow-up questions after reading the short stories assigned during English classes.

		Memory strategies	Using mnemonics and acronyms to easily remember the different scientific processes involved in the lab experiment.
		Test taking	Answering the easy questions first before proceeding to items which s/he deems difficult.
		Organization skills	Using folders and envelopes to arrange the assignments, quizzes, examinations, and outputs in the different subject areas.
	Social Relationship	Establishing self-esteem	Reading an assigned text loudly in front of the whole class.
		Social adjustment	Initiating conversations with classmates during recess time or during dismissal.
		Making friends with other individuals	Sharing toys or school materials with classmates during break time or during activities.
		Play with other peers	Inviting neighbors to play with him/her outside the house.
		Preventing sense of isolation	Joining some students in eating lunch at the same table.
	Behavior Management	Positive self-concept	Writing all positive things given to him by the teacher, his/her parents, his/her classmates and friends in his/her daily journal.
		Eliminating the notion of learned helplessness	Focusing his/her full attention to the goal/s that s/he must accomplished for the day.
		Showing of appropriate behavior when in the classroom	Listening to the teacher and to other students when they are speaking or reciting in class.
		Following classroom rules and regulations	Monitoring if s/he is following the rules given by the teacher before the class starts.
	Transition Planning	Self-determination	Setting goals of what s/he needed to accomplish before the week ends.
		Self-advocacy	Participating in school programs which inform students what learning disabilities are.
		Self knowledge and awareness	Being aware of what his/her condition is, but not using it as excuse to cease from studying.
		Pursuing further studies	Choosing the school/s that s/he wants to enter and preparing for the entrance examinations of these schools.
		Pursuing job after college	Finding a company or working area which will give sufficient accommodations for the
Mental Giftedness	Critical Thinking	Convergent thinking	Answering questions such as “How do photosynthesis occur?” or “Why did the Spanish conquer the Philippines?” which are asking for just one correct answer.
		Divergent thinking	Answering “what-if” questions (e.g. What if Caesar never returned to Gaul, what would happen to the Roman Empire?), enabling them to imagine what would happen if historical events did not go the way as they were.

		Emphasizing <i>how to think</i> , not just <i>what to think</i>	Understanding the different ways of logical thinking (deduction, induction, dialectic) and applying them during debates.
Problem-Solving Skills		Identifying the problem	Reading a short story and identifying the conflict between each character of the story.
		Coming up with many ideas on how to solve a problem	Answering math equations using different methods and ways, but will still end up with the same answer.
		Obtaining the most plausible way in solving a problem	Deciding, based on his/her own discretion, what method or technique is most effective in getting the answer on a trigonometric equation.
		Knowing different problem-solving techniques	Understanding the different, but still plausible, ways of proving a geometrical theorem.
Social Relationship and Emotional Characteristics		Collaborating with peers during group activities	Sharing ideas with group mates and accepting other’s ideas that may improve the group’s product.
		Handling peer pressure	Saying “no” during certain situations (e.g. classmate’s forcing the student to make his assignment) and justifying it articulately.
		Adjustment	Writing all positive things
		Balancing academic work with peer bonding	Creating a schedule of when to do academic stuffs and when to go out with friends.
		Positive self-concept	Writing the praises given to him/her by the teachers and by his/her parents
		High motivation	Rewarding oneself (e.g. watching movie or television show, listening to music) when half of the tasks were already finished.
		Task persistence	Finishing the activity in Social Studies first before proceeding to the assignment for English and Filipino.
Creativity		Fluency	Coming up with possible interpretations of a short poem read in class.
		Originality	Creating a poem with unique and impressive internal characteristics (rhyming patterns, word choice, theme, etc.)
		Elaboration	Focusing on a single element of “Cybercrime Law” (e.g. Libel provisions), and developing that single idea to form a comprehensive discussion essay on the aforementioned provision.
		Finding ways to do things differently	Creating a portfolio (e.g. video, website, song) to display the knowledge s/he gained in the English class.
Leadership		Dealing with responsibilities	Accepting opportunities of becoming a group leader, but knowing when to stop accepting responsibilities if s/he can’t handle them all.
		Facilitating group mates during group works	Equally distributing “to-do list” to each member of the group and consulting their weekly progress.

		Showing authority while still maintaining a peer-to-peer relationship	Making a clear distinction of when to talk as the group’s leader, and when to communicate as a peer.
		Making the group work, not working for the group	Designating tasks to each member of the group, making sure that all will be given a chance to work for the group’s output.
Intellectual Disability	Functional Academics	Basic math skills (counting, adding, subtracting)	Buying to a <i>sarisari</i> store and giving the exact amount of how much the bought goods are. Computing for the change if s/he gives larger amount of money.
		Reading words (C-V-C, two-syllabic words, etc.)	Reading simple (i.e. consisting one to two syllables) words (objects commonly seen in the child’s environment) presented by the teacher. This must be done first, in using Filipino (e.g. <i>puno, upuan, mesa</i>) then, in English (e.g. tree, chair, table).
		Copying words	Copying the basic information (e.g. name, birthday, age, address) of the student.
		Knowing and writing the letters of the alphabet	Reciting (or singing) the alphabet (or the alphabet song). After a number of sessions, if the student masters the alphabet, writing the letters in alphabetical order.
		Writing words (C-V-C, two-syllabic words, etc.)	Writing the name of the pictures presented by the teacher. This must be done first, in using Filipino (e.g. <i>aso, pusa, bola, lapis</i>) then, in English (e.g. dog, cat, ball, pencil).
	Language – Communication	Reciting basic information (e.g. name, address) when asked by someone s/he knows	Saying his/her name, birthday, and age using a specific pattern when someone asked him/her about his/her basic information first, using Filipino, then, in English (e.g. F: Ako po si <u>pangalan</u> . Ako po ay ipinanganak noong <u>buwan araw, taon</u> . Ako ay <u>edad</u> taong gulang. E: I am <u>name</u> . My birthday is on <u>month day, year</u> . I am now <u>age</u> years old.).
		Greeting people at home or in school	Saying “ <i>Magandang umaga!</i> ” or “Good morning!” to people at home (upon waking up) and in school (when entering the school premises and the classroom).
		Telling stories or experiences	Sharing to class what s/he did during the summer vacation.
		Using <i>po</i> and <i>opo</i> when talking with adults	Determining when to use <i>po</i> and <i>opo</i> when talking to someone.
		Describing (using basic words) an object or a person	Providing a one-word description to say something about an object, a person, or a place being pointed out by the teacher (e.g. <i>masarap</i> to describe a cake, <i>mabait</i> to describe his/her mother, <i>malaki</i> to describe the room)
	Daily Living Skills	Eating	Using spoon and fork when eating.

		Grooming	Putting on shirt and shorts.	
		Bathing	Using water and shampoo in washing his/her hair.	
		Toileting	Washing his/her butt after defecating.	
	Safety	Recognizing safety rules	Understanding what the meaning of the rules being given by the parent or teacher (e.g. Don't talk to strangers, Don't play near the road) and discriminating them as rules of safety.	
		Practicing rules of safety	Following what the teacher told him/her not to do outside the classroom.	
		Understanding street safety signs	Briefly telling what s/he must do when s/he saw a street sign being presented by the teacher (e.g. No Jaywalking, etc.).	
		Discriminating danger	Discerning whether the kid's actions in the video watched put him/her in danger and saying why that is his/her answer.	
	Independence	Doing self-help skills independently	Brushing his/her teeth after meals without being reminded by his/her parents or teacher and independently.	
		Accomplishing school works independently	Doing a simple math calculation (e.g. addition or subtraction with one-digit numbers) all by himself.	
		Engaging in household chores independently	Sweeping the floor during the assigned time of the day without being reminded by the parents or by the teacher.	
	Transition Planning	Doing household chores	Washing his/her own dishes after eating with a little or minimal assistance from the parents or the teacher	
		Self-determination	Telling the teacher of his/her own interests and what s/he dislikes the most.	
		Self-advocacy	Asking a friend to share his/her toys.	
		Vocational work	Memorizing and following the procedures of the task given to him/her by the teacher, and later, by the person in charge.	
		Leisure time	Playing a game (board games, sports, <i>laro ng lahi</i>) of his/her own choice.	
		Living independently	Preparing his/her own food (e.g. bread and jam, or cooking of simple foods like eggs and hotdogs)	
	Attention Deficit Hyperactivity Disorder	Academic Performance	Reading	Reading and comprehending a shorter text or a part of the story (student will finish the longer text gradually).
			Writing	Using concept maps or idea organizers when engaging in writing tasks.
Math			Using specific learning strategies (e.g. FOIL method, etc.) in computing an algebraic expression.	
Self-Regulation		Task completion	Breaking a complex task into simpler parts. In writing an essay, the student will think of a topic first. After 3 to 5 minutes, s/he will create a graphic organizer to synthesize the thoughts when s/he starts writing the essay. After 10 minutes, s/he will write the	

			essay itself, beginning with the introduction, followed by the body, then the conclusion.
		Applying persistent efforts to task	Finishing an assigned task before proceeding to the other task OR before playing with peers.
Behavior Management		Self-monitoring	Supervising his/her behavior inside the classroom all by himself/herself by checking the list of accepted behaviors (e.g. Raise hands to answer, Sit properly) when in the classroom that was given to him/her by the teacher.
		Appropriateness of action or behavior	Imitating the behavior of someone older when in different settings (e.g. marketplace, mall, church, school).
		Following classroom rules and regulation	Recalling the rules and regulations of a specific class before the class officially starts. Students monitor themselves if they are really following the classroom rules.
Time Management		Proper scheduling	Creating a timeline (consists of the tasks' names and time allotted in accomplishing each task) of the activities to be done in class during that day. Once the student has finished a task, s/he will tick a box beside the accomplished activity, then proceed to the next one.
		Setting goals for the day	Accomplishing the "things-to-do" during a particular session. For example, in English, students must read the story provided, and must answer the comprehension activity after the reading activity.
Attention		Improvement of attention	Playing a game that is related to the lesson of the day. For example, <i>pass the message</i> before formally discussing the different elements of a short story.
		Focusing during an activity	Finishing one activity at a time.
		Retention of focus	Being internally-motivated when working with an activity or seatwork, not relying on external motivations (such as material reinforcement).
Impulsivity		Decreasing impulsivity	Reading stories which tackles thinking before acting. The situation shown in the story must somewhat be similar to classroom scenarios. The story must discuss what the character does and what happens due to his impulsivity. There will be a group discussion on what alternative ending might happen if the character only thinks twice before his/her actions.
Hyperactivity		Transferring physical energy into work	Leading the class in an exciting action song (which is somewhat related to the topic) as an icebreaker before s/he reports on an assigned topic.

	Social Relationship	Improving relationship with peers	Asking a classmate or two if they can collaborate with him/her when the teacher gives a group work.
		Dealing with responsibilities	Facilitating his/her group mates once s/he becomes or is assigned the leader for a specific group work.
Emotional and Behavioral Disorders (Conduct Disorder)	Academic Performance	Following teacher’s instruction	Finishing an <i>Amazing-Race</i> -inspired assessment task in the school premises which includes doing certain physical activities.
		Optimizing intellectual capacity	Reading for academic and leisure purposes (OR) Playing educational games (e.g. TextTwist, Hangaroo) instead of violence-related games.
		Active participation in class	Sharing ideas (which may improve the group’s output) with classmates whenever there are group activities.
		Listening to teacher’s discussion	Taking notes of key points provided by the teacher during the discussion of the Spanish Occupation Era in the Philippines.
		Avoiding from interrupting the teacher or classmates when talking	Keeping quiet when someone (may it be students or teachers) is talking in front.
		Displaying appropriate behaviors during class discussion	Speaking very calmly when answering the question of the teacher about the story read.
		Fulfilling the requirements in all subjects	Balancing time to accomplish all school works assigned by the different teachers in class.
		Submitting school works on time	Prioritizing tasks which are due sooner than other requirements.
	Emotional Adjustment	Developing healthy self-image	Writing all good and positive things that happened throughout the day in a daily journal.
		Adjusting to a new environment	Using a journal where in s/he will write what s/he 1) likes about the new environment s/he’s in, 2) is worrying about his/her new environment, and 3) wants to change about his/her new environment.
		Displaying appropriate emotions according to current context	Determining whether the face on the right (sad, straight, or happy) appropriately describes the picture on the left (e.g. two boys fighting, two girls shouting at each other, and a child helping an old woman).
	Social Relationship	Recognizing figures of authority	Identifying the different members of the community (e.g. teacher, policeman, parents, etc.)
		Social skills training	Asking his/her classmates (or neighbors) to play <i>laro ng lahi</i> (i.e. <i>patintero, taguan, luksong baka</i>)
		Creating positive relationship with peers	Engaging in small talks with classmates during break time.
	Behavior Management	Regulating one’s behaviors and actions	Determining whether the behavior of the character in the story is appropriate or not based on the context in which the events took

			place.
		Implementing appropriate behavioral responses	Relating to social stories and sharing what s/he would do if s/he was the character in the story.
		Following class rules and regulations	Checking on the set of rules given to him/her before school starts and ensuring that s/he adheres to and follows all of them.
		Controlling one’s anger and aggression	Using stress balls or any other means of stress reliever to avoid being aggressive and angry.
Autism	Cognitive Functions	Visual processing skills	Creating a very simple story about the set of pictures flashed by the teacher.
		Executive functioning	Shifting attention from a finished activity to a new activity.
		Recalling information of a rote nature	Learning the names of the figures involved in the American-Filipino War for his/her Social Studies class.
		Recalling discrete information	Understanding (one step at a time) the process of dividing two numbers.
		“Mentalizing” or seeing the world from the other’s perspectives	Answering questions through visual cues (happy or sad face) which involves considering how other feels (e.g. What would a boy feel if he was given a toy car as a gift?)
	Social Relationship	Working cooperatively with peers	Taking turns in using toy cars.
		Engaging effectively in pair or group play	Asking for permission before getting or using the toys of other peers.
		Abiding with the positive unwritten social conventions among peers	Arriving 30 minutes before the actual time of start of school dance or activity (e.g. arriving 7:30 pm in an 8:00-party).
		Knowing which classmates to interact with	Memorizing the names of his/her classmates and telling the teacher whom of his/her classmates s/he wants to be friend with.
		Discerning which behavior attracts negative attention and which draws positive one	Putting a happy face if the kid in the picture shows good behavior, while sad face if the child exhibits bad behavior.
		Basing one’s actions according to its appropriateness to the current setting	Keeping quiet when s/he is in the church.
		Being aware of teacher’s expectations	Reciting some of the classroom rules and regulations before the class or the session officially starts.
	Academic Performance	Modified general education	Understanding the concept of multiplication through the use of realia or authentic materials.

		Using one’s interest and strength to maximize performance	Finishing and understanding a story which involves cars, the toy that s/he wants.
		Associative learning	Learning that a sad face is associated with an unpleasant and unacceptable behavior.
		Procedural learning	Solving addition problems through repetitive practice.
	Functional Communication	Expressing one’s needs and desires	Uttering comprehensible words (e.g. water, sleep) or pointing at visual cues to say what s/he wants.
		Spontaneous speech	Greeting people at home or in school.
		Verbal communication	Saying words which describe what s/he is feeling during that time (e.g. <i>water</i> for thirsty, <i>sleep</i> for rest, etc.).
		Gestural communication	Assigning gestures to indicate whether s/he is hungry, thirsty, or tired.
		Pictorial communication	Pointing at the picture which tells what s/he needs (e.g. glass of water for thirsty, plate of food for hungry, toilet bowl for need to defecate, etc.).
	Behavioral Characteristics	Consistent schedules and routines	Following a certain schedule for each day of the week and sustaining it up to 1 month.
		Regulating behaviors	Checking on the pictures of the behaviors intended during class and monitoring if s/he is following them.
		Being preoccupied with objects and activities	Reading an interactive story (about the thing that s/he loves the most) which allows the reader to make his/her own alternative story (e.g. If you want to find the car, turn to page 5. If you want to follow your friend, turn to page 6).
		Dealing with stress	Playing with water or flour to relieve stress.
	Daily Living Skills	Eating	Preparing own snack (e.g. sandwich, juice)
		Grooming	Choosing what to wear for that day.
		Bathing	Using the right amount of shampoo in washing his/her hair.
		Toileting	Flushing toilet bowl after using it.
	Transition Planning	Self-determination	Rotating through several work experiences to determine which of the jobs suit him/her best. Afterwards, deciding what job s/he would like to go into.
		Self-advocacy	Joining workshops and activities conducted to help people with autism.
		Self knowledge and awareness	Knowing basic information about autism and sharing to people his/her own experiences with autism.
		Leisure and recreation	Playing board games (e.g. chess, scrabble) or sports (e.g. badminton, table tennis).
Pursuing further studies		Choosing his/her course once s/he decides to pursue tertiary education.	

		Pursuing a job after college	Preparing the resume and practicing for the interview.
		Vocational work	Following scheduled routine in working (e.g. 9:00am-12:00nn: work, 12:00nn-1:00pm: lunch, 1:00pm-4:00pm work, 4:00: dismissal).
	Independence	Doing self-help skills independently	Preparing for school (taking a bath, dressing, combing hair, etc.) all by him/herself.
		Accomplishing school works independently	Writing a 10-sentence composition on the thing s/he wanted the most with minimal or no assistance from teacher or parents.
		Engaging in household chores independently	Sweeping the floor automatically once s/he notices that it is dirty.
		Independent living	Before sleeping, checking if the doors and other entrance and exit points of the house are properly locked.

References:

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